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ABSTRACT

The data on institutes and teacher fellowship programs used in this study were those which the Bureau of Educational Personnel Development had readily available; none were collected specifically for the Office of Program Planning and Evaluation. Areas in which data tables are presented and discussed are as follows: 1) types of organizations administering projects, FY 1969; 2) subject matter of funded projects, FY 1967 and FY 1969; 3) subject matter of funded projects by type of organization administering, FY 1969; 4) size and control of administering institutions, FY 1969; 5) type and control of administering institutions, FY 1965-68; 6) Gourman quality ratings of administering institutions, FY 1965-68 and FY 1969; 7) Gourman ratings of administering institutions by subject matter of projects, FY 1969; 8) Gourman ratings of institutions submitting project proposals, FY 1967; 9) obligations to 100 universities receiving the largest amounts of federal obligations, FY 1967; 10) projects by state, FY 1965-68 and FY 1969; 11) characteristics of participants and unsuccessful applicants, FY 1967. Since FY 1969 was the first year of operation of these programs under the aegis of the Education Professions Development Act and thus manifested some change in direction, comparisons have been made, where possible, between the FY 1965-68 period and FY 1969. (RT)

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OFFICE OF EDUCATION FUNDED
TEACHER INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS
FY 1965 - FY 1969

An Overview of Teacher Institute and
Experienced Teacher Fellowship Programs Funded Under
Titles V-B and XI of the National Defense Education Act of 1958
Section 13 of the National Foundation on the Arts and the Humanities Act of 1965 and
Title V-C of the Higher Education Act of 1965
FY's 1965-1968
and Under Parts C and D of the Education Professions Development Act,
FY 1969

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U.S. OFFICE OF EDUCATION
OFFICE OF PROGRAM PLANNING AND EVALUATION

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1. Introduction

In early 1969 Mr. Bert Mogin, Acting Director of the Division of Post-Secondary and Special Education Programs of the Office of Education's Office of Program Planning and Evaluation, requested that a descriptive study be made of Office of Education funded teacher institute and experienced teacher fellowship programs. Accordingly from March through June 1969 staff members of the Office of Program Planning and Evaluation obtained from the Division of Assessment and Coordination of the Bureau of Educational Personnel Development a wide variety of data on institute and fellowship programs funded FY's 1965 through 1969. A description of this data and some conclusions thereon comprise this study.

2. Legislative History

Institutes for teachers were first authorized by the National Defense Education Act of 1958. During the first years of the institute program the subject matter of institutes to be funded was limited to a very few specialized fields which were considered shortage areas. However by 1965, the first year with which this study concerns itself, the NDEA had been amended to allow the funding of both short-term and regular session institutes in a wide number of subject matter areas for a wide variety of education personnel. Further, Section 13 of the National Foundation on the Arts and the Humanities Act of 1965 provided for the funding of arts and humanities institutes, and

Title V-C of the Higher Education Act of 1965 provided full-year fellowships for persons making a career of elementary or secondary education. Funding of institute and teacher fellowship programs continued under these legislative authorities through FY 1968. Subject matter areas covered in FY's 1965 - 1968 included arts and humanities, civics, counseling and guidance, disadvantaged youth, economics, educational media, English, English for speakers of other languages, geography, history, industrial arts, international affairs, modern foreign languages, reading, school library, and "other".

Beginning in FY 1969, however, NDEA, Arts and Humanities, and HEA legislative authorities were superseded by Parts C and D of the Education Professions Development Act. Part C provides for fellowship programs for the education of teachers and related educational personnel who are pursuing a career in elementary or secondary or post-secondary vocational education. Part D provides for a wide variety of short-term or regular session institutes and for other pre-service or in-service training programs generally designed to improve the qualifications of persons serving or preparing to serve in the fields of elementary and secondary education or post-secondary vocational education. Both Parts C and D also authorize planning grants and/or pilot programs. Basically the thrust of the institute and fellowship programs beginning in FY 1969 was away from basic academic areas (e.g. English, history, geography) and toward innovative programs in a wide variety of fields deemed of need for the educational personnel in the geographic area to be served. Although many of the FY 1969 institutes and fellowship programs tended to fall into traditional academic areas, at least 80 percent of the projects were at least slanted toward the year's three priority areas: disadvantaged (50%), handic~~apped (15%),~~ and vocational education (15%).

Although FY 1970 does not figure in this study it is of interest to note that the priorities for that year will be basic studies, career opportunities, early childhood, educational administration, more effective school personnel utilization, special education, support personnel, teacher leadership development, trainers of teacher trainers,and vocational and technical education. In addition, the FY 1969 percentages of disadvantaged, handicapped, and vocational education will be continued.

The emphasis on vocational education is the result of the passage, as part of the Vocational Education Amendments of 1968, of Part F of the Educational Professions Development Act. This part provides specifically for training and development programs in the field of vocational education, programs which had previously been authorized by the Vocational Education Act of 1963. Although appropriations for Part F were authorized in FY 1969, none were passed; Part F will be specified in appropriation language for the first time in FY 1970.

3. Appropriations History

Table 1-L traces the appropriations history of Parts C, D, and F of the Education Professions Development Act and predecessor programs. It is of interest to note that appropriations for the original NDEA institutes rose from a modest $4,994,600 in FY 1969 to $14,500,000 in FY 1964, then jumped to $36,883,200 in FY 1965, the year of the great emphasis on education and the passage of the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. With the addition of a $20,000,000 appropriation for teacher fellowship programs and a somewhat increased appropriation for institutes in FY 1966, the total for training programs that year rose to $62,647,000. In spite of a slight reduction in institute appropriations, an increase to $30,000,000 of the teacher fellowship appropriations increased the FY 1967 total to $68,598,000. Further increases in fellowship appropriations plus new vocational education moneys increased the FY 1968 total to $74,750,000. In FY 1969, the first year of appropriations under Parts C and D of the Education Professions Development Act, the total was $80,000,000. The FY 1970 appropriation request, which will include moneys for Part F as well as Parts C and D of EPDA, is likewise for $80,000,000.

4. Scope and Outline of This Study

The data on institutes and teacher fellowship programs used in this study were those which the Bureau of Educational Personnel

Development had readily available; none were collected specifically for the Office of Program Planning and Evaluation. For this reason data in most areas are available for one or two years only; in almost no areas are data available for all five years of the study. This is not of particular importance, however, since we are merely trying to get an overview of the institute and teacher fellowship programs as they have existed. Since FY 1969 was the first year of operation of these programs under the aegis of the Education Professions Development Act and thus manifested some change in direction, we have tried where possible to make a comparison between the FY 1965-68 period and FY 1969.

Areas in which data will be presented and discussed in this study are as follows:

--Types of organizations administering projects: FY 1969

--Subject matter of funded projects: FY 1967 and FY 1969

--Subject matter of funded projects by type of organization administering: FY 1969

--Size and control of administering institutions: FY 1969

--Type and control of administering institutions: FY's 1965-68

--Gourman ratings of administering institutions: FY's 1965-68 and FY 1969

--Gourman ratings of administering institutions by subject matter of projects: FY 1969

--Gourman ratings of institutions submitting project proposals: FY 1967

--Obligations to 100 universities receiving the largest amounts of Federal obligations: FY 1967

--Projects by State: FY's 1965-68 and FY 1969

--Characteristics of Participants and Unsuccessful Applicants:
FY 1967

Specific sources of the data will be indicated in the tables and/or as the data are presented.

5. Type of Organizations Administering Projects

Under legislation authorizing institutes and teacher fellowship programs through FY 1968 only institutions of higher education were eligible to submit proposals and administer funded projects. Accordingly all data in this study dealing with FY's 1965 - 1968 is concerned with college and university administered projects. However, under the Education Professions Development Act, State and local education agencies and certain other public and private non-profit organizations became eligible to receive awards.

Table 2 shows for FY 1969, the first year of operation under the aegis of EPDA, the number and percent of different organizations administering Part C and D projects by type of organization. It also shows the number and percent of Part C and D projects (some individual organizations, especially institutions of higher education administer a number of projects) by type of administering organization. Here we see that out of a total of 430 organizations administering FY 1969 projects, 315 or 70.9% are institutions of higher education; 97 or 22.6% are local education agencies; 16 or 3.7% are State education agencies; and 12 or 2.8% are other public or private non-profit organizations. Looking at the situation by project we see that out of the total 740 projects, 604 or 81.6% are administered by institutions of higher education; 103 or 13.9% are administered by local education agencies; 20 or 2.7% are administered by State education agencies; and 13 or 1.8% are administered by other public or private non-profit organizations.

These FY 1969 figures indicate that other organizations beside colleges and universities, and especially local education agencies, are indeed showing an interest in administering teacher training programs. It will be interesting to see whether the FY 1970 program (for which awards will not be announced until January 1970) shows an increase in involvement of these "other organizations" in the program.

6. Subject Matter of Funded Projects

As has been noted above in the section on legislative history, institute and fellowship programs from FY 1965 through 1968 were in traditional academic subject matter areas generally dictated by law. Beginning in FY 1969, however, the emphasis under the EPDA was away from the traditional areas toward subject areas more in keeping with the needs of school personnel.

Table 3-L shows FY 1967 and FY 1969 institute and teacher fellowship projects by subject matter fields. It is of interest in tracing the change in emphasis under the EPDA to note the change in percent of total projects in certain fields from FY 1967 to FY 1969. Among those traditional academic fields showing a significant decrease in percent of total projects from FY 1967 to 1969 are: educational media, down from 5.8% to 2.5%; English, down from 16.2% to 9.1%; foreign languages, down from 8.0% to 6.2%; geography, down from 3.8% to 2.5%; history, down from 13.2% to 5.4%; industrial arts, down from 4.9% to 3.3%; and reading, down from 9.2% to 3.5%. (It should be noted that projects in the school library field, which accounted for 2.8% of total projects in FY 1967, were funded in FY 1969 under another legislative authority and accordingly are not shown in the FY 1969 column of Table 3-L.)

New fields showing a significant increase in percent of total projects are: disadvantaged youth, up from 9.1% to 12.3%; early childhood, up from .5% to 2.9%; elementary and secondary education (general), up from nothing to 3.2%; English for speakers of other languages, up from 1.5% to 3.3%; health and physical education, up from nothing to 2.2%; international affairs, up from nothing to 1.4%; mathematics, up from .5% to 2.7%; school administration, up from .5% to 3.6%; secondary education (general) up from nothing to 1.9%; social studies, up from .6% to 2.5%; special education, up from nothing to 4.5%; support personnel, up from nothing to 3.2%; and vocational education, up from nothing to 3.0%.

7. Subject Matter of Funded Projects by Type of Organization Administering

Table 4-L also deals with subject matter of funded projects, this time for FY 1969 only and by type of organization administering projects and by whether the projects are institutes, fellowship programs, or planning grants. The percentages by subject matter area in this table are somewhat different from those in the FY 1969 column of Table 3-L. The reason for this is simply that two different sources of data with two different dates were used for the two tables. Further, since the tabulations for Table 3-L were made from a list of project titles, the categorization of a given project was often quite subjective. For instance, since programs for training teachers of teachers (TTT) were a priority in FY 1969, those projects whose titles mentioned TTT were categorized as TTT projects rather than as English, reading, or vocational education projects, etc. Thus Table 3-L shows 55 TTT projects or 8.9% of the total. Table 4-L, on the other hand, shows no TTT projects for FY 1969 because such projects were categorized by academic subject area.

It is of interest to note in Table 4-L that most of the planning grants funded in FY 1969 are, as might be expected, in the less established, non-academic fields such as disadvantaged youth, early childhood, health and physical education, special education, support personnel, and training teachers of teachers.

Looking at Table 4-L from the standpoint of type of administering organization, we see that colleges and universities are, of course, administering projects in all subject matter areas; local education agencies are administering projects in almost all subject matter areas with no significant concentrations; State education agencies are administering projects in somewhat fewer subject matter areas, likewise with no significant concentrations; and other public and private non-profit organizations are administering projects mainly in the areas of disadvantaged youth and training teachers of teachers.

Also of interest in Table 4-L is the percentage of total institute, fellowship, and planning grant projects administered by the various types of organizations. Of the 447 institute projects, 355 or 79.4% are being administered by colleges and universities; 57 or 12.8%, by local education agencies; 15 or 3.4%, by State education agencies; and 20 or 4.5%, by other public and private non-profit organizations. Of the 110 fellowship programs, 108 or 98.2% are being administered by higher education institutions, and 1 each or .9% each are being administered by a local education agency and a State education agency. The breakdown among the 62 planning grants is 45 or 72.6% administered by colleges and universities; 14 or 22.6%, by local education agencies; none, by State education agencies; and 3 or 4.8%, by other organizations.

8. Size and Control of Administering Institution

Table 5-L shows the number and percent of institutions of higher education awarded FY 1969 institute and teacher fellowship projects by size and control of school. It also shows the number and percent of FY 1969 projects awarded by size and control of administering institution. In addition, it lists the number and percent of all institutions of higher education in the United States and higher enrollment by size and control of school.

Let us look first at enrollment size. Here we see from a study of the number of schools column that of the 2374 institutions of higher education in the United States, the vast majority, 2026 or 85.4%, had enrollments under 5,000. However, when we look at the total enrollment column we note that those 85.4% of the institutions with under 5,000 enrollments had only 34.6% of the total U.S. higher education enrollment; on the other hand, the 348 schools with enrollments over 5,000, only 14.6% of all schools, had 65.4% of the total college population. In fact, the 55 schools with 20,000 or more students, only 2.3% of all schools, were educating 25.2% of the total college enrollment.

Now looking at the two columns showing schools awarded FY 1969 projects by size and projects awarded by size of administering institution, we see that the percentage distributions are similar to the percentage distributions in the total enrollment column. Of the 315 institutions of higher education awarded FY 1969 projects, 116 or 36.9% had enrollments under 5,000, and 199 or 62.7% had enrollments over 5,000. And of the 604 projects awarded to institutions of higher education in FY 1969, 143 or 23.7% went to schools of under 5,000, and 461 or 76.3% went to schools over 5,000. These percentages compare respectively with enrollment column percentages of 34.6% and 65.4%.

Turning now to control of institutions of higher education, we see that 934 or 39.3% of the total of 2,374 schools are under public control while 1,440 or 60.7 are privately controlled. However, when we look at the total higher education enrollment picture we see that 69.7% of all college students are attending publicly controlled institutions while only 30.3% are in private schools.

Our columns showing schools receiving FY 1969 awards by control and projects awarded by control of school again show a similar percentage distribution to the total enrollment column. Of the schools awarded projects, 65.7% were publicly controlled and 34.3% were private; of all projects awarded, 71.7% went to institutions under public control and only 28.2 went to private institutions.

Table 5-L shows us, then, that the distribution of FY 1969 institute and teacher fellowship project awards by size and control of administering institution was roughly the same as the distribution of the U.S. college population.

9. Type and Control of Administering Institution

Table 6-L shows, for the fiscal years 1965-1968 averaged and 1969 singly, the number and percent of U.S. total higher education enrollment by type and control of institution and the number and percent of EPDA and predecessor projects by type and control of administering institution. The "types" of institutions listed here are universities, all other four-year institutions, and two-year institutions; the controls" are, again, public and private.

Looking first at the averaged figures for FY's 1965-68 we see that 67.7% of all students were in public institutions and 32.3% in private schools. A similar percentage breakdown appears in the FY 65-68 projects column; 69.5% went to publicly controlled schools, 30.5% to private institutions.

A study of the percentage distributions by type of schools in the two FY 65-68 columns shows that 38.7% of college students were attending universities, 40.9% were enrolled in all other four-year schools, and 20.3% were in two-year institutions. The distribution for FY 1965-68 projects was somewhat different: 63.3% of projects went to universities, 36.6% to other four-year schools, and only .1% to two-year institutions. This distribution does not, of course, reflect any prejudice in favor of universities and away from junior colleges. Institutes and teacher fellowship programs were in FY's 1965-1968 designed, for the most part, at the graduate level of instruction. It is only natural, then, that a large proportion of projects should go to universities and that almost none should go to two year schools.

The FY 1969 picture is only slightly different. Total enrollment and number of project percentages by public and private control are very similar. The total enrollment percentages are 72.2% public and 27.8% private; projects by control of administering school are 71.7%

public and 28.3% private. It is of interest when comparing the FY 69 figures with those for FY 65-68 to note that the FY 69 projects the same increase in proportion of public control and decrease in private control as is shown in the enrollment percentages.

Enrollment by type of school in FY 1969 was 36.8% in universities, 39.5% in other four-year schools, and 23.7% in two-year institutions. Respective percentages for FY 1969 projects were 60.8%, 37.1%, and 2.2%. Again the percentage of projects administered by universities is much higher than the percentage of college students attending such schools, and the percentage administered by junior colleges is much lower. Comparing the FY 69 figures to the FY 65-68 we note that the percentage of students attending both types of four-year schools went down slightly, while the percentage attending junior colleges went up. Similarly, the percentage of projects awarded to all four-year schools and to universities went down somewhat, and the percentage to two-year schools went up from .1% to 2.2%. However, the percentage awarded to four-year schools other than universities also went up slightly, unlike the enrollment figures. While these figures might seem to indicate that institute and teacher fellowship awards tend to follow the National shift toward junior colleges, the reason for the slight increase in awards to two-year schools is more likely that under the change in legislative authority, first reflected in FY 1969, emphasis was placed on projects to train non-professional school personnel, projects which junior colleges might well have the resources to administer.

Tables 7-L, 8-L, 9-L, 10-L, and 11-L are also concerned with type and control of institutions. The types listed in these tables, however, are much more extensive; institutions are broken down by both highest level of offering (i.e. two and less than four-year institutions, institutions offering bachelor's or first professional degrees, institutions offering master's or equivalent degrees, institutions offering Ph.D or equivalent degrees, and other professional but non-degree offering institutions) and by type of program offered (i.e. occupational terminal; liberal arts and general; liberal arts and general and occupational terminal; primarily teacher preparatory; liberal arts and general and teacher preparatory; liberal arts and general, occupational terminal, and teacher preparatory; professional only not including teacher preparatory; professional and teacher preparatory; professional and occupational terminal; liberal arts and general and one or two professional schools; and liberal arts and general and three or more professional schools). And the control categories here are public, private-independent, and private-religious.

Table 7-L is a control table. It merely lists the number and percent of all institutions in the United States by type and control during the 1967-68 academic year. Tables 8-L and 9-L deal respectively with FY's 1965-68 and FY 1969; they show the number and percent of institutions of higher education receiving institute and teacher fellowship awards by type and control of institution. Tables 10-L and 11-L also deal with FY's 1965-68 and FY 1969 respectively and show the number and percent of institutes and teacher fellowship projects by type and control of administering institution. It should be pointed out here that all school categorizations in Tables 7-L, 8-L, 9-L, 10-L, and 11-L are as of the 1967-68 academic year, even though tables 8-L and 10-L show FY 65-68 project figures and Tables 9-L and 11-L deal with FY 1969 projects.

Table 7-L, our control table, shows that of a total of 2536 institutions of higher education, 1043 or 41.1% are publicly controlled, 576 or 22.7% are under private non-sectarian control, and 917 or 36.2% are controlled by religious organizations. Looking at these institutions by highest level of offering, we see that 885 or 34.9% are junior colleges; 851 or 33.6% offer no higher than the bachelor's or first professional degree; 499 or 19.7% offer a master's or equivalent degree; 280 or 11% offer the Ph.D or equivalent degree; and 21 or .8% are classified as "other".

From the point of view of type of program offered, Table 7-L shows us that 73 or 2.9% of the schools offer occupational terminal courses; 334 or 13.2% offer a liberal arts and general curriculum; 598 or 23.6% have liberal arts and general and occupational terminal offerings; 30 or 1.2% are primarily teacher preparatory schools; 663 or 26.1% offer a liberal arts and general curriculum plus teacher preparatory courses; 111 or 4.4% come under the category of liberal arts and general, occupational terminal, and teacher preparatory; 273 or 10.8% are professional schools (not offering teacher preparatory courses); 48 are 1.9% are professional and teacher preparatory schools; 26 or 1.0% have professional and occupational terminal offerings; 130 or 5.1% offer a liberal arts and general curriculum plus one or two professional schools, and 250 or 10.0% have three or more professional schools plus the usual liberal arts and general offerings.

Table 8-L shows that during the FY 1965-68 period a total of 458 institutions received awards under the institute and teacher fellowship programs. Of these 252 or 55.0% were publicly controlled; 107 or 23.4% were private non-sectarian schools; and 99 or 21.6% were religiously controlled. Looking at these same 458 institutions by highest degree offered we see that 2 or .4% were junior colleges; the bachelor's was the highest degree offered at 81 or 17.7%; 194 or 42.4% offered a master's degree; and 181 or 39.5% offered a Ph.D. The breakdown by type of course offering was 19 or 4.1% liberal arts and general; 8 or 1.7% primarily teacher preparatory; 150 or 32.8% liberal arts, general, and teacher preparatory; 31 or 6.8% liberal arts, general, teacher preparatory, and occupational terminal; 2 or .4% professional only; 2 or .4% professional and teacher preparatory; 36 or 7.9% liberal arts and general plus one or two professional schools; and 210 or 45.9% liberal arts and general plus three or more professional schools.

Comparing Table 8-L with our control Table 7-L we see that a considerably larger proportion of the schools receiving FY 1965-68 institute and teacher fellowship awards were publicly controlled: 55.0% as compared to 41.1% of all schools. The percentages for private non-sectarian schools were very close: 23.4% and 22.7% respectively. And a considerably smaller percentage of the award recipient schools were religiously controlled: 21.6% as compared to 36.2% of all schools.

The type and control categories into which the largest percentages of schools receiving awards fell were large public universities (IVk on the tables) with 23.1%; public schools offering no higher than master's degrees in a liberal arts, general, or teacher preparatory curriculum (IIIe) with 11.4%; public universities offering no higher than a master's degree (IIIk) with 7.9%; and large independent universities (IVk) and religious schools offering no higher than a bachelors degree in a liberal arts, general, or teacher preparatory curriculum (IIe) with 7.0% each. The percentages for these same four categories for all schools as shown in Table 7-L were, respectively, 3.9%, 3.7%, 2.1%, 3.9%, and 12.1%.

These comparisons between Table 8-L and 7-6 are interesting, but are not especially significant. Since institute and teacher fellowship programs are aimed at teachers, it is only natural that a large proportion of the schools administering such programs should be those offering teacher preparatory courses. Further, since most of the programs are at the graduate level, it stands to reason that a large percentage of the administering schools should be those offering advanced degrees.

Table 9-L, which is the same as Table 8-L except that it shows FY 1969 only, tells us that of the 315 schools awarded projects that year, 207 or 65.7% went to public schools, 59 or 18.7% went to private non-sectarian institutions, and 49 or 15.6% went to religiously controlled schools. It also shows that the numbers and percentages by highest degree awarded were 13 or 4.1% junior colleges; 32 or 10.2% bachelor's degree offering schools; 120 or 38.1% institutions offering master's degrees; 149 or 47.3% Ph.D offering schools; and 1 or .3% "other". The most frequent course offerings among the FY 1969 awardees were: liberal arts and general plus three or more professional schools with 171 or 54.3%; and liberal arts, general, and teacher preparatory with 77 or 24.4%. And the most frequent type and control combinations were public Ph.D offering universities (IVk) with 30.5%, public master's degree offering teachers colleges (IIIe) with 10.8%, public master's degree offering universities (IIIk) with 9.2%, and large private non-sectarian universities with 8.3%.

Comparing these figures to the FY 1965-68 percentages in Table 8-L we see that in FY 1969 a larger proportion of schools awarded projects were publicly controlled and thus that proportionately fewer non-sectarian and religious schools received awards. We also see that a larger proportion of awardee institutions were those offering Ph.D's and those having three or more professional schools in addition to the usual liberal arts and general curriculum. It is unlikely, however, that this represents a trend. It must be remembered that Table 8-L contains figures of four fiscal years while Table 9-L represents only one. Thus, in Table 8-L a single school which administered projects during each of the four years covered would be counted only once and would receive the same weight as a school which administered a project during one of the four years only. Since it was generally the large State universities which administered projects every year and the small liberal arts and teachers colleges which received awards in only one or two of the four years, it is understandable that Table 9-L, which represents a single year, shows larger percentages in the categories into which large State universities fall.

Comparisons made between Tables 9-L and 7-L would be similar to those between Tables 8-L and 7-L and would likewise be somewhat lacking in significance. Accordingly, Table 9-L and 7-L comparisons will not be discussed here.

Tables 10-L and 11-L are similar to Tables 8-L and 9-L except that they categorize projects by type and control of administering institutions. Because certain types of schools, especially large State universities, administer many projects in a single year, we can expect to find somewhat different and probably more telling percentages in Tables 10-L and 11-L. Also because these tables count all projects in all years their percentages will be comparable and we will not have to make the apologies we did for Tables 8-L and 9-L.

Table 10-L, which shows FY 1965-68 project figures, gives a control of administering institutions breakdown of 69.5% public, 20.3% private non-sectarian, and 10.2% religious. By highest degree offered by administering institutions the percentages are: .1% junior colleges, 6.4% bachelor's degrees, 30.2% master's degrees, and 63.3 Ph.D's. By type of course offerings the two sizeable percentages are 69.3% liberal arts and general plus three or more professional schools and 17.6% liberal arts and general and teacher preparatory. And the most frequent type and control combinations are 44.7% public Ph.D offering universities (IVk), 11.0% private independent Ph.D offering universities (IVk), 12.1% public master's degree offering teachers colleges (IIIe); and 10.8% public master's degree offering universities (IIIk).

Table 11-L, which shows FY 1969 project figures, reveals type and control percentages very similar to those shown in Table 10-L for FY's 1965-1968. With the exception of an increase in the number of projects awarded to junior colleges, due, as was previously discussed, to the change in emphasis of the program, no significant trends are discernible. Specific control percentages given in Table 11-L are 71.9% public, 18.4% private non-sectarian, and 9.9% religious. By highest degree offered the percentages are 2.2% junior colleges, 6.6% bachelor's degrees, 30.3% master's degrees, 60.8% Ph.D degrees, and .2% other. The sizeable percentages by type of course offerings are 66.6% liberal arts and general plus three or more professional schools and 19.0% liberal arts and general and teacher preparatory. And the most frequent type and control combinations are public Ph.D offering universities (IVk) with 42.2%; private independent Ph.D offering universities (IVk) with 10.9%; public master's degree offering teachers colleges (IIIe) with 9.6%; and public master's degree offering universities (IIIk) with 8.4% with 8.4%.

Comparisons between Tables 10-L and 11-L and our control Table 7-L could be made but would be similar to the comparisons made above between Table 8-L and Table 7-L. Since, as has already been noted, such comparisons are not especially significant, they will not be discussed here.

10. Gourman Ratings of Administering Institutions

One of several recent compilations of ratings of the quality of U.S. colleges and universities is The Gourman Report, 1967-68 edition, compiled by Jack Gourman, and published by the Continuing Education Institute. This report gives overall quality scores, from 200 to 800, for 1187 American institutions of higher education. It also rates, from A to D, the quality of the various academic departments of these institutions. Those listed schools which have been in existence less than ten years it gives an overall rating of N.R. (not rated); existent academic departments of such schools are rated X (as are existent but unevaluated departments of more established schools).

A number of tables in this study are concerned with the Gourman ratings of institutions administering institute and teacher fellowship projects. It should be pointed out here all Gourman ratings in all tables are from the 1967-68 edition of The Gourman Report even though the tables are concerned with FY's 1965 through 1969.

Table 12-L is our Gourman rating control table; it lists number and percent of all the 1187 institutions rated in the Gourman Report by overall institutional rating and by rating of department of education. Tables 13-L, 14-L, 15-L, and 16-L are concerned with overall Gourman institutional ratings and Gourman ratings of departments of education in institutions administering FY 1965-1968 and FY 1969 institute and teacher fellowship programs.

Let us first look at Table 12-L, our control table. It shows us that of the 1187 institutions rated, 11 or .9% had overall ratings of 700 and above; 22 or 1.9% were in the 600-699 category; 55 or 4.9% were rated 500-599; 195 or 16.4% had ratings of 400-499; the majority, 764 or 64.4%, were rated 300-399; 70 or 5.9% had ratings of 200-299; and 70 or 5.9% were not rated. It also shows us that the ratings of the departments of education in these schools were: A, 6 or .5%; B, 117 or 9.9%; C, the vast majority, 852 or 71.8%; D, 9 or .8% X, 130 or 11.0%; and no department of education, 73 or 6.1%. By far the most frequent combination was an overall rating of 300-399 and a department of education rating of C; 715 or 60.2% of the schools fell into this category. The next most frequent combinations were 400-499 C with 85 or 7.2% and 400-499 B with 82 or 6.9%.

Table 13-L shows Gourman overall institutional and education department ratings for the 458 institutions awarded FY 1965-1968 institutes and teacher fellowship programs. The numbers and percentages for overall ratings here are: 700 and above, 10 or 2.2%; 600-699, 16 or 3.5%; 500-599, 35 or 7.6%; 400-499, 135 or 29.5%; 300-399, 216 or 47.2%; 200-299, 11 or 2.4%; NR, 17 or 3.7%; and not listed in Gourman, 18 or 3.9%. By department of education ratings the numbers and percentages are: A, 6 or 1.3%; B, 111 or 24.2%; C, 265 or 57.9%; D, 1 or .2%; X, 44 or 9.6%; no department, 13 or 2.8%; and, again, not listed in Gourman, .8 or 3.9%. The most frequent combinations here are 300-399 C with 205 or 44.8%, 400-499 B with 78 or 17.0%, and 400-499 C with 50 or 10.9%.

Comparing Table 13-L with our control Table 12-L we see that institutions awarded FY 1965-1968 institute and teacher fellowship projects had somewhat higher Gourman ratings than the average school. While the most frequent overall institutional-education department rating for both tables was 300-399 C, 60.2% of all schools fell into this category and only 44.8% of awardee schools. Further, awardee schools included 13.3% rated 500-800 as opposed to 7.4% for all schools. They also included 25.5% with education departments rated A or B. The similar percentage for all schools was 10.4%.

Table 14-L shows Gourman ratings for the 315 institutions of higher education awarded FY 1969 institute and fellowship projects.

We see here that the overall ratings were: 700 and above, 10 or 3.2%; 600-699, 10 or 3.2%; 500-599, 32 or 10.2%; 400-499, 93 or 29.5%; 300-399, 125 or 39.7%; 200-299, 4 or 1.3%; NR, 13 or 4.1%; and not listed in Gourman, 28 or 8.9%. Ratings of schools of education were: A, 6 or 1.9%; B, 84 or 26.7%; C, 153 or 48.6%; D, none; X, 32 or 10.2% and, again, not listed, 28 or 8.9%. The most frequent combinations here were: 300-399 C, 119 or 37.8%; 400-499 B, 57 or 18.1%; and 400-499 C, 31 or 9.8%.

Comparing Table 14-L, ratings of FY 1969 awardees, with Table 13-L, ratings of schools awarded projects in FY 1965-1968, we see that FY 1969 awardee institutions appear to be slightly higher in quality than FY 1965-68 awardee schools. In FY 1969 the percentages for overall institutional ratings of 500-800 and department of education ratings of A and B were 16.6% and 28.6% respectively. Similar figures for the FY 1965-1968 awardee institutions were 13.3% and 25.5% respectively.

A comparison of Table 14-L with Table 13-L also shows a higher percentage of institutions not listed by Gourman in FY 1969: 8.9% as compared to only 3.9% in FY's 1965-1968. The previously mentioned change in emphasis in FY 1969 which prompted more junior college participation was probably the reason for this increase; junior colleges are not rated in The Gourman Report.

Tables 15-L and 16-L are similar to Tables 13-L and 14-L except that where Tables 13-L and 14-L show numbers and percents of schools, Tables 15-L and 16-L show numbers and percents of projects. Thus, Table 15-L is a tabulation of FY 1965-1968 institutes and teacher fellowship programs by Gourman overall institutional ratings and Gourman ratings of departments of education of administering institutions and Table 16-L is a similar tabulation for FY 1969 projects.

Table 15-L tells us that the 2508 FY 1965-68 projects had the following percentage breakdowns by institutional rating of administering school : 700 and above, 3.3%, 600-699, 4.9%; 500-599, 15.3%; 400-499, 39.4%; 300-399, 30.1%; 200-299, 1.2%; NR, 2.9%; and not listed, 2.9%. By rating of department of education of administering school the percentages were: A, 3.4%; B, 41.1%; C, 42.4%; D, 0.0%; X, 7.7%; none, 2.5%; and, again, not listed, 2.9%. The most frequent combinations were 300-399 C with 28.8%; 400-499 B with 26.7%; 500-599 B with 12.1% and 400-499 C with 11.6%.

Table 16-L shows that the percentages of the 604 FY 1969 projects by overall ratings of administering schools were: 700 and above, 4.0%; 600-699, 5.6%; 500-599, 13.6%; 400-499, 35.4%; 300-399, 30.5%; 200-299, 1.0%; NR, 3.8%; and not listed, 6.1%. Percentages of FY 1969 projects by education department ratings were: A, 4.5%; B, 37.3%; C, 39.6%; D, none; X, 9.8%; no department, 2.8%; and not listed, 6.1%. Most frequent combinations here are, again, 300-399 C with 29.1%; 400-499 B with 25.3%; 500-599 B with 10.3%, and 400-499 C with 9.3%.

Comparing Tables 15-L and 16-L with each other and with our control Table 12-L, we see that both FY 1965-68 and FY 1969 projects were administered by higher quality schools than the average, with FY 1965-68 projects having a slight edge over FY 1969 in both overall ratings of 500-800, and education department ratings of A and B. The all-schools percentages were 7.4% with overall ratings of 500-800 and 10.4% with A or B rated education departments. For FY 1965-68 projects the figures were, respectively, 23.5% and 44.5%. Respective FY 1969 project percentages were 23.2% and 41.8%.

The slight decrease in projects administered by high quality schools is undoubtedly not a trend, but rather a reflection of the previously mentioned new emphasis in FY 1969 away from traditional academic subject matter areas and toward new priority fields more in keeping with school personnel needs. Because many of the projects in the new priority fields are geared toward special needs of school personnel in specific geographic areas, they are administered by local colleges and universities. Such schools are most often not old established "quality" schools but more likely very average State colleges that not too many years ago had "Teachers" in their names. Some of these newer type projects are even administered by junior colleges, which are not rated by Gourman.

A comparison of Tables 15-L and 16-L with Tables 13-L and 14-L, while not particularly significant, shows that it is the higher quality schools which administer several projects in a given year. Thus Tables 13-L and 14-L, which deal with institutions awarded projects in FY's 1965-1968 and FY 1969, respectively, have 500-800 overall rating and A-B education department rating percentages of 13.3%--25.5% and 16.6%--28.6%. Tables 15-L and 16-L, on the other hand, which deal with projects for the same two periods, have similar high rating percentages of, for FY 1965-1968, 23.5%--44.5% and, for FY 1969, 23.2%--41.8%.

It may seem confusing that the institution tables, 13-L and 14-L, show a slight increase in quality from FY 1965-68 to FY 1969 while the project tables, 15-L and 16-L, show a slight decrease. However, this can be explained by the fact that in Table 13-L, the institution table for FY 1965-68, a single institution was counted only once, whether it administered projects in each or just one of the four years covered. It would appear, then, that somewhat more average quality than high quality schools tended to administer projects in more than one of the four years.

11. Gourman Ratings of Administering Institutions by Subject Matter of Projects

Tables 17-L, 18-L, and 19-L show numbers and percentages of 508 of the FY 1969 institute and teacher fellowship projects by subject matter and Gourman ratings of administering institutions. Table 17-L deals with overall institutional ratings, Table 18-L with ratings of departments of education, and Table 19-L with ratings of the appropriate academic departments.

Table 17-L shows that for the 508 projects tabulated, 22 or 4.3% were administered by schools having overall Gourman ratings of 700 and above; 23 or 4.5% were in schools rated 600-699; 61 or 12.0% were in 500-599 rated institutions; 195 or 38.4% were in 400-499 rated schools; 159 or 31.3% were in schools of 300-399 ratings; 4 or .8% were in 200-299 rated schools, and 44 or 8.7% were in schools not rated or not listed in Gourman. If we consider 500-800 a high quality ranking, 200-399 a low quality ranking, and 400-499 an average ranking, we can say that 20.8%, 32.1%, and 38.4% of our total projects were administered by schools ranked high, low, and average, respectively.

Comparing percentages in specific subject matter areas with their total percentages, we find that considerally larger percentages of projects in the following areas are administered by high quality schools: civics with 40.1%; educational media with 38.5%, international affairs with 42.9%, mathematics with 45.5%, and school administration and supervision with 35.3%. Subject matter areas in which considerally larger than average percentages of projects are administered by low quality institutions are: disadvantaged youth with 53.1%, geography with 46.7%, industrial arts with 60.0%, and reading with 47.4%.

Table 18-L tells us that Gourman ratings of the departments of education in the institutions administering our 508 projects were:

25 or 4.9%, A; 198 or 39.0%, B; 205 or 40.4%, C; and 80 or 15.7%, X or no department or not listed in Gourman. No projects were Administered by schools whose education departments had D ratings.

For the purposes of comparing projects in specific subject matter areas with the average of all projects, let us use the 43.9% of the projects administered by schools with A and B rated education departments as the average. Subject matter areas in which consideraly higher than average percentages of projects were administered by schools with A and B rated departments of education were: economics with 77.8%, health and physical education with 63.6%, school administration and supervision with 70.6%, and trainers of teachers and TTT with 68.2%. Subject matter areas with considerally lower than average percentages of such projects were: disadvantaged youth with 28.1%, elementary education with 28.6%, English for speakers of other languages with 11.1%, and special education with 25.0%. And subject matter areas with significant percentages of projects in institutions with schools of education rated X, etc., a probable indication of their being administered by newly established or specialized schools or junior colleges or academically oriented schools which do not specialize in preparing teachers, were: elementary education with 42.9%, English for speakers of other languages with 44.4%, social studies with 66.7%, special education with 40.0%, and support personnel with 44.4%.

From these observations it appears that projects in academic subject matter areas tend more to be administered by schools with high overall institutional ratings than do projects in some of the newer priority areas. It also appears that projects dealing with education per se as a profession, such as school administration and supervision and trainers of teachers and TTT, tend more to be awarded to schools with high quality departments of education. However, it should be cautioned that many projects, especially those in academic areas at the secondary level, are not administered by the department of education but rather by the appropriate academic department. For this reason our discussions of department of education ratings by subject matter, while interesting, are probably not too significant.

Table 19-L shows, for the 158 FY 1969 institute and Teacher fellowship projects in certain academic areas, Gourman ratings of appropriate academic departments. On the total line we see that 8.2%, 28.5%, 49.4%, 1.3%, and 12.7% of these projects were administered by schools with appropriate academic departments rated respectively A, B, C, D, and X, etc. While 36.7% of all projects were in schools with A and B rated appropriate academic departments, 66.7% of economics projects, 63.6% of health and physical education projects, 81.8% of mathematics projects fell into this category. In the only subject area with a significantly lower than average percentage of projects in A and B rated departments, international affairs with

14.3%, the majority of projects were in the X, etc., category.

Comparing Table 19-L with Table 18-L we find that while 36.7% of the 158 projects tabulated in Table 19-L were administered by schools with appropriate academic departments rated A or B, 44.3% of those same 158 projects were in institutions with A or B rated education departments. This may suggest that institutions having somewhat better schools of education than academic departments tend to be administering institute and teacher fellowship projects. However, since academic areas are being de-emphasized beginning in FY 1969, this is probably not of particular significance.

12. Gourman Ratings of Institutions Submitting Project Proposal

Tables 20 and 21 are concerned with Gourman ratings of schools submitting proposals for FY 1967 NDEA Title XI institutes. (FY 1967 was the only year for which information was available on project proposals, as opposed to project awards, and only Title XI institutes were covered.) Table 20 shows the numbers and percents of all institutions submitting FY 1967 Title XI institute proposals and the numbers and percents of institutions submitting approved and rejected proposals for same by Gourman overall institutional rating and Gourman rating of department of education. Table 21 gives the same information except that it is concerned with numbers and percents of proposals rather than of schools.

Table 20 tells us that of the 483 schools submitting FY 1967 proposals, 11.2% had overall Gourman ratings of 500-800 and 22.3% had education department ratings of A or B. Of the 280 schools submitting approved proposals, considerably higher percentages had quality ratings: 16.8% had 500-800 overall ratings and 31.5% had A-B department of education ratings. On the other hand, among the 411 institutions submitting proposals which were rejected, only 8.8% had overall 500-800 ratings and 20.9% had education department ratings of A or B. However, comparing these percentages with those for all schools rated by Gourman, 7.4% 500-800 overall and 10.4% A-B education departments, we see that even schools submitting unfunded proposals were of higher quality than the U.S. average.

Table 21 gives us a reinforced version of the same picture, showing us that 14.0% of all proposals, 21.1% of approved proposals, and 10.1% of rejected proposals were from schools with overall ratings of 500-800; and likewise that 30.2% of all proposals, 40.5% of approved proposals, and 24.4% of all rejected proposals came from institutions with A-B education department ratings.

From these observations we see for FY 1967, at least, that Title XI institute proposals tended to come from schools having higher than average quality ratings. We also see that, as might have been expected, approved proposals tended to come from higher quality schools than rejected proposals. Should data on rejected proposals become available for other, and particularly later, fiscal years, the comparisons will be interesting. It might be expected that given the new directions of the institute and teacher fellowship programs under EPDA, the overall quality of all schools submitting proposals will drop slightly and that somewhat larger percentages of rejected projects will be from average quality or unrated schools. We have already seen in our comparisons of Tables 15-L and 16-L that somewhat smaller percentages of projects from quality schools were funded in FY 1969 than in FY's 1965-1968.

13. Obligations to 100 Universities Receiving the Largest Amounts of Federal Obligations

Because there has recently been considerable controversy about the fact that 100 of the nation's largest universities and colleges are receiving the lion's share of Federal funds for higher education, it was felt that it might be of interest to see what proportion of obligations for institutes and teacher fellowships went to these hundred schools. Table 22-L shows FY 1967 total obligations, obligations for academic science, obligations for non-science activities, and obligations for institutes and teacher fellowships for the 100 institutions receiving the largest total amounts of Federal obligations that year. It tells us that these hundred schools received $2.3 billion or 68.81% of the total obligations figure; $1.8 billion or 79.53% of the academic science funds; and $430 million or 43.56% of the funds for non-science activities. However, these same schools received only

$15 million or 30.62% of the total obligations for institutes and teacher fellowships (part of non-science activities). Further, 26 of the 100 schools listed had no institutes and teacher fellowships at all in FY 1967 (although most of those 26 did receive awards at some time during the five years covered by this study).

These observations would lead us to conclude that the 100 schools being awarded the bulk of total Federal money for higher education are not receiving anywhere near as large a percentage of the total obligations for institutes and fellowships. This, however, is to be expected since academic science accounts for 81.1% of the obligations to these schools and since the Office of Education administered institute and fellowship programs we are dealing with in this study are primarily in the non-science areas. It is probable that the 100 schools are receiving a much larger percentage of obligations under the science and mathematics institute programs administered by the National Science Foundation.

14. Projects by State

Table 23 shows by State the number of institute and teacher fellowship proposals funded in FY's 1965, 66, 67, and 68 plus the number and percent of FY 1965-68 total projects and FY 1969 projects. In addition, as a basis for comparing the distribution of projects with the distribution of immediate program beneficiaries, it lists by State the number and percent of public and non-public elementary and secondary teachers as of fall 1968.

In studying our columns showing percents of projects and percents of teachers we see that most States show close to the same percentages of projects for FY's 1965-68 and FY 1969 and that these project percentages are, by and large, very close to the appropriate percentages of teachers.

Looking first at the two project percentage columns we see that the only States showing ~~significant~~ changes from the FY 1965-68 period to FY 1969 are California, up from 8.4% to 11.9%; Colorado, up from 2.2% to 3.4%; Indiana, down from 4.5% to 2.7%; and Kansas, down from 2.6% to 1.1%. In comparing the FY 69 project percentage column with the percent of teachers column we see that a somewhat higher number of States show a significant discrepancy in percentages: Arizona, 1.9% projects and .8% teachers; California, 11.9% projects and 8.9% teachers; Colorado, 3.4% projects and 1.2% teachers; Illinois, 4.5% projects and 5.5% teachers; Massachusetts, 3.9% projects and 2.7% teachers; New Jersey, 1.8% projects and 3.5% teachers; Ohio, 3.6% projects and 5.0% teachers; Oregon, 2.7% projects and 1.1% teachers; Pennsylvania, 3.2% projects and 5.5% teachers; Texas, 3.5% projects and 5.4% teachers; Washington, 3.2% projects and 1.6% teachers; and Puerto Rico, .5% projects and 1.1% teachers.

The significance of these comparisons is extremely slight. They do show that there has been an attempt in making institute and teacher fellowship awards to see that each State has at least one project each year. Given the fact that we are not here dealing with a formula grant program, it seems surprising that our project and teacher percentages by State are as close as they are. However, since most projects take participants from a number of States, a much more significant measure of by-State distribution would be a comparison of participant and teacher percentages. Such a comparison will be dealt with in the next section of this study.

15. Characteristics of Participants and Unsuccessful Applicants

Tables 24 through 36 deal with characteristics of the individuals who attended and those who unsuccessfully applied to attend FY 1967 institutes and teacher fellowship programs. (FY 1967 was the only year for which detailed information on participants and unsuccessful applicants was available.) Where possible, as a basis for comparison, these tables also attempt to give figures on the U.S. average for the characteristics in question. It should be noted that the unsuccessful applicant figures used here represent unsuccessful applications with "area surplus" applications deleted. "Area surplus" applications are those in excess of one per individual within area.

Tables 24 through 27 are concerned with vital statistics: sex, age, education, and previous institute/fellowship attendance. Table 24 tells us that 55.0% of both participants and unsuccessful applicants were male, whereas only 31.1% of all U.S. public school teachers in 1965-66 were of that sex. Table 25 tells us that participants tended to be somewhat younger than unsuccessful applicants, and that both groups were younger than all public school teachers; the average ages were 35.9 for participants, 37.1 for unsuccessful applicants; and 38.7 for all teachers. The figures in Table 26 show that participants tended to be somewhat better educated than unsuccessful applicants and that both groups had considerably more education than all public school teachers; the percentages in these groups having a master's or higher degree were, respectively, 42.7% for participants, 38.9% for unsuccessful applicants, and only 23.3% for all teachers. And Table 26 tells us that a surprisingly large percentage of participants (16.1%) and unsuccessful applicants (17.0%) had attended one or more previous institute or teacher fellowship programs.

Tables 28 through 30 are concerned with participant and unsuccessful applicant background in and present work relationship to the subject matter of the institute or fellowship program. Table 28 tells us that 37.7% of participants and 32.3% of unsuccessful applicants had undergraduate majors in the same academic field as the institute or program, and that only 27.2% of participants and 21.9% of unsuccessful applicants had graduate majors in the same field. Table 29 is concerned with total years of teaching and years experience in the field of the institute or program. Whereas the average teaching experience for all U.S. public school teachers was 11.8 years, the average for participants was 9.8 years and for unsuccessful applicants

10.5 years. Average years experience in the subject field of the institute or program was 6.3 for participants and 6.8 for unsuccessful applicants. And from Table 30 we learn that participants spend an average of 60.4% of their time in their present assignment as a teacher/specialist in the field of the institute or fellowship program; unsuccessful applicants so spend an average of 55.0% of their time.

Tables 31 through 35 deal with the types of schools and school systems employing participants and unsuccessful applicants. From Table 31 we see that the vast majority of both participants and unsuccessful applicants were employed in a single school; the figures were 84.7% and 91.1%, respectively. Of participants 89.7% and of unsuccessful applicants 87.2% were employed in a public, as opposed to a private, school or system. These figures are remarkably close to the 88.4% of all U.S. elementary and secondary teachers employed in public schools.

Table 32 tells us that the majority of both participants and unsuccessful applicants teach at the junior-senior high, as opposed to the elementary, level. The girues are 57.8% and 53.2% respectively whereas the modal level for participants is senior high with 30.0%, the mode for unsuccessful applicants is elementary with 32.0%. Table 32 also shows us that participants were somewhat more likely than unsuccessful applicants to come from large metropolitan areas.

The figures are 48.8% of participants and 44.5% of unsuccessful applicants from cities of 50,000 or more or suburbs thereof, and, on the other hand, 16.7% of participants and 20.5% unsuccessful applicants from small towns and rural areas. The modal location for both groups, however, is cities or towns of 2,500 to 50,000 population or suburbs thereof; the percentages here are 34.4% and 35.1% respectively.

Table 33 shows us that participants came from schools of somewhat larger enrollment than unsuccessful applicants. While 65.2% of the latter group teach in schools of under-1000 enrollments, only 57.0% of participants are in schools of that size. Further 13.3% of participants and only 9.1% unsuccessful applicants came from schools with enrollments of 2000 and over.

Tables 34 and 35 attempt to give some idea of the socio-economic status of the student bodies of the schools where participants and unsuccessful applicant's are employed. Both are startling in that they indicate that the majority of individuals in both groups come from schools serving the white middle class. Thus Table 34 tells us that 65.6% of participants and 63.0% of unsuccessful applicants come from schools whose student bodies are less than 20% non-white. In fact 21.1% of participants and 24.5% of unsuccessful applicants came from totally white schools. And Table 35 shows that 54.1% of participants and 49.9% of unsuccessful applicants are employed in schools of which less than 20% of the student body are from low-income families.

Table 36 gives a breakdown by State on participants and unsuccessful applicants; it also, as a means of comparison, lists by State total teachers in public and non-public elementary schools as of fall 1967. A study of the percentage columns shows that in most States the percentages of both participants and unsuccessful applicants are very close to the percentages of actual teachers, an indication of extremely equitable distribution of program benefits. The only States showing at least a one percent discrepancy between teacher and participant columns are Illinois with 5.5% teachers and only 4.2% participants, Michigan with 4.3% teachers and only 3.3% participants, Oregon with only 1.1% teachers but 2.1% participants, Texas with 5.5% teachers and only 3.9% participants, and Washington with only 1.5% teachers but 2.7% participants. If we compare this list with that shown in the section on projects by State we see that both Illinois and Texas are mentioned as having significantly higher percentages of teachers than of projects and that Oregon and Washington are pointed out as having considerably higher percentages of projects than of teachers. From this we might gather that proximity of institute and teacher fellowship projects may tend to generate interest in attendance, and vice versa.

Our look at participant characteristics is interesting in that it tells us that the institute/fellowship programs are reaching a more than proportionate share of young, male, well educated, and inexperienced teachers, the majority of whom did not major in the field of the institute or fellowship but who are now spending more than half their time teaching in that field. While this may, on the surface, seem a little out of line, it is not so when we consider that younger, well educated males are much more likely than older, less educated females to be motivated toward applying for and participating in programs which are designed, hopefully, to broaden outlook, improve credentials, and increase career opportunities.

The percentages of participants from predominately white middle class schools seem startlingly high, considering the emphasis in all Office of Education programs since 1965 on extending opportunities to the disadvantaged. However, when we remember that in FY 1967 the institute and teacher fellowship program was not primarily oriented toward the disadvantaged, and that generally our better, more ambitious teachers have tended to teach in schools serving the white middle class, the figures are not so surprising. It can be expected that figures on FY 1969 participants, when they become available, will be somewhat different in this regard, given the change in emphasis of the program. A comparison will be interesting.

The figures on unsuccessful applicants were included in the tables because they were available and because it was felt that a comparison between percentages of participants and unsuccessful applicants might reveal certain designs in the selection process. By and large we found no real designs at all and on most characteristics discovered merely that unsuccessful applicants were very much like participants. It can, of course, be said that unsuccessful applicants were slightly older, slightly less educated, and slightly more experienced at teaching than participants. They were also somewhat less involved with the field of the institute or fellowship program for which they applied, and somewhat more likely to teach at the elementary level, in schools of smaller enrollment size, and in smaller towns.

16. Summary

Among the more important observations this study contains about the characteristics of FY 1965-1969 institute/fellowship projects, administering organizations, and participants are the following:

1. In FY 1969, the first year in which organizations other than institutions of higher education were eligible to administer institute and teacher fellowship projects, 81.6% of projects were administered by institutions of higher education, 13.9% by local education agencies, 2.7% by State education agencies, and 1.8% by other public or private non-profit organizations.
2. The change in direction of the institute/fellowship program under EDPA beginning in FY 1969 was reflected in the decrease in projects

in traditional academic fields and the increase in projects in new priority areas.

3. The distribution of FY 1969 projects by size and control of administering institutions was roughly the same as the distribution of the U.S. college population. Project percentages by enrollment size were 23.7% to institutions under 5,000 and 76.3% to schools over 5,000; respective college population percentages were 34.6% and 65.4%. Project percentages by control were 71.7% public and 28.3% private; respective college population percentages were 69.7% public and 30.3% private.
4. During the 1967-68 school year the breakdown of all institutions of higher education by control was 41.1% public, 22.7% private non-sectarian, and 36.2% religious. FY 1965-68 projects by control of institution were 69.5% public, 20.3% private non-sectarian, and 10.2% religious; and FY 1969 projects by control of institution were 71.9% public, 18.4% private non-sectarian, and 9.9% religious.
5. The type and control combinations awarded the greatest percentages of projects in both FY 1965-68 and FY 1969 were the same. They and their respective percentages of projects were: public Ph.D offering universities, 44.7% and 42.2%; private independent Ph.D offering universities, 11.0% and 10.9%; public master's degree offering teachers colleges, 12.1% and 9.6%; and public master's degree offering universities, 10.8% and 8.4%. Although these combinations represented rather small percentages of all institutions of higher education in 1967-68 (the respective percentages were 3.9%, 1.5%,

3.7%, and 2.1%), they were the obvious types of schools to be conducting programs aimed at graduate level courses for elementary and secondary teachers.

6. Both FY 1965-68 and FY 1969 projects were administered by higher quality schools than the average, with FY 1965-68 projects having a slight edge over FY 1969, due probably to the shift in emphasis of the program away from traditional academic areas. The all-schools percentage with overall Gourman ratings of 500-800 was 7.4%; similar percentages for FY 1965-68 projects and FY 1969 projects were, respectively, 23.5% and 23.2%. All schools, FY 1965-68 project, and FY 1969 project percentages with A-B Gourman department of education ratings were, respectively, 10.4%, 44.5% and 41.8%.
7. In FY 1969 projects in traditional academic subject areas tended more to be administered by schools with high overall Gourman institutional ratings than did projects in some of the newer priority areas. Also in that year projects dealing with education as a profession tended more to be awarded to schools with high Gourman department of education ratings than did projects in other areas.
8. In FY 1967, project proposals, as opposed to project awards, tended to come from schools having higher than average Gourman ratings; and, as might have been expected, approved proposals tended to come from higher quality schools than rejected proposals. Percentages having Gourman overall institutional ratings of 500-800 for all

schools, all project proposals, approved proposals, and rejected proposals were, respectively, 7.4%, 14.0%, 21.1% and 10.1%.

9. In FY 1967 the 100 colleges and universities receiving the largest amounts of Federal obligations did not receive the bulk of institute/fellowship obligations. Whereas these 100 schools received 68.8% of total Federal obligations, they received only 30.6% of obligations for institutes and teacher felllowships.
10. Most States had close to the same percentages of total projects in the FY 1965-68 period and FY 1969. Further, these project percentages were, by and large, very close to the States' percentages of U.S. total public and non-public elementary and secondary teachers.
11. FY 1967 institute and teacher fellowship program participants were younger, better educated, and less experienced than the average U.S. teacher. Further they were considerably more likely than the average teacher to be male.
12. A startlingly large proportion of FY 1967 participants were employed in schools serving the white middle class. Schools whose student bodies were less than 20% non-white employed 65.6% of participants, and 54.1% of participants came from schools in which less than 20% of the student body were from low-income families.
13. The percentage of total participants from each State in FY 1967 was in most cases very close to that State's percentage of total U.S. teachers in fall 1967.

It should be pointed out that a very serious limitation to this study is that it contains no information whatsoever about the effect of projects upon participants' subsequent teaching practices and ultimately upon their students. No such information exists. This is an extremely unfortunate situation because it is precisely this information that the Office of Education needs to justify the spending of $80 million annually on institute and teacher fellowship programs. It is hoped that the Bureau of Educational Personnel Development will in the near future find a viable method of measuring project effectiveness on both teachers and their students. It is also hoped that types of projects which prove to have little positive effect thereon will be replaced by programs which justify their costs in terms of increased benefits to the Nation's children.

TABLE 1-L

EDUCATION PROFESSIONS DEVELOPMENT - APPROPRIATIONS HISTORY

	1959	1960	1961	1962	1963	1964	1965	1966	1967	196
Training Programs Total[1]	4,994,600	8,811,000	13,744,400	14,350,000	14,500,000	14,500,000	36,883,200	62,647,000	68,598,000	74,75
a) National Defense Education Act										
Title V-B[2]	3,400,000	5,491,000	6,500,000	7,100,000	7,250,000	7,250,000	7,250,000	7,250,000	7,250,000	7,25
Title XI[2]	1,594,600	3,320,000	7,244,400	7,250,000	7,250,000	7,250,000	29,633,200	34,897,000	30,000,000	30,00
b) National Foundation on the Arts and the Humanities Act (Sec. 13)[4]	-	-	-	-	-	-	-	500,000	500,000	50
c) Higher Education Act Title V-C[5]	-	-	-	-	-	-	-	20,000,000	30,000,000	35,00
d) Vocational Ed. Act (1963) Sec. 4c	-	-	-	-	-	-	-		848,000	2,00

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[1] Includes EPDA Parts C&D in 1969 and adds Part F in 1970. Prior authorizations are listed below.

[2] NDEA authorization expired 06-30-68. Authorization for 1969 under EPDA - Part D.

[3] Authorized under NDEA VI prior to FY 1965.

[4] Program authorization subsumed under EPDA - Part D.

[5] Program authorization subsumed under EPDA - Part C (includes experienced and prospective
school of education)

TABLE 1-L

EDUCATION PROFESSIONS DEVELOPMENT - APPROPRIATIONS HISTORY

1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970 (Request)
811,000	13,744,400	14,350,000	14,500,000	14,500,000	36,883,200	62,647,000	68,598,000	74,750,000	80,000,000	90,000,000
491,000	6,500,000	7,100,000	7,250,000	7,250,000	7,250,000	7,250,000	7,250,000	7,250,000		
320,000	7,244,400	7,250,000	7,250,000	7,250,000	29,633,200	34,897,000	30,000,000	30,000,000		
-	-	-	-	-	-	500,000	500,000	500,000		
-	-	-	-	-	-	20,000,000	30,000,000	35,000,000		
-	-	-	-	-	-		848,000	2,000,000		

n 1969 and adds Part F in 1970. Prior authorizations are listed below.
d 06-30-68. Authorization for 1969 under EPDA - Part D.
prior to FY 1965.
sumed under EPDA - Part D.
sumed under EPDA - Part C (includes experienced and prospective teacher fellowships, and grants to strengthen graduate

TABLE 2

NUMBER AND PERCENT OF DIFFERENT ORGANIZATIONS ADMINISTERING FY 1969 PART C AND D EPDA PROJECTS BY TYPE OF ORGANIZATION; NUMBER AND PERCENT OF FY 1969 PART C AND D EPDA PROJECTS BY TYPE OF ADMINISTERING ORGANIZATION

Type of Administering Organization	Organizations		Projects	
	#	%	#	%
Total	430	100.0	740	[illegible]
Institutions of Higher Education	315	70.9	604	[illegible]
Local Education Agencies	97	22.6	103	[illegible]
State Education Agencies	16	3.7	20	[illegible]
Other Organizations	12	2.8	13	[illegible]

Data from Congressional Notifications of Awards November 1968 - May 1969.

TABLE 3-L

FY 1967 AND FY 1969
INSTITUTE AND TEACHER FELLOWSHIP PROJECTS BY SUBJEC

	FY 1967			
Subject Field	Fellowships 1/	Institutes 2/	Total Projects	% of To Proj
Arts and Humanities	2	12	14	2.
Bilingual Education	–	1	1	.
Civics	–	22	22	3.
Counseling and Guidance	22	32	54	8.
Disadvantaged Youth	5	54	59	9.
Early Childhood	3	–	3	.
Economics	2	22	24	3.
Educational Media	4	34	38	5.
Elementary Education	6	14	20	3.
Elementary and Secondary Education	–	–	–	–
English	7	98	105	16.
English for Speakers of Other Languages	1	9	10	1.
Foreign Languages	4	48	52	8
Geography	3	25	28	3.
Health and Physical Education	–	–	–	–
History	5	81	86	13.
Industrial Arts	2	30	32	4.
International Affairs	–	–	–	–
Mathematics	3	–	3	.
Reading	5	55	60	9.
School Administration and Supervision	3	–	3	.
School Library	–	18	18	2.
Science	3	–	3	.
Secondary Education	–	–	–	
Social Studies	4	–	4	.
Special Education	–	–	–	
Support Personnel	–	–	–	

TABLE 3-L

FY 1967 AND FY 1969
ER FELLOWSHIP PROJECTS BY SUBJECT MATTER FIELD

FY 1967			FY 1969			
Institutes 2/	Total Projects	% of Total Projects	Fellowships 1/	Institutes 2/	Total Projects	% of Total Projects
12	14	2.2	6	18	24	3.8
1	1	.2	1	4	5	.8
22	22	3.4	2	14	16	2.5
32	54	8.3	16	36	52	8.3
54	59	9.1	13	64	77	12.3
–	3	.5	5	13	18	2.9
22	24	3.7	3	7	18	2.9
34	38	5.8	2	14	16	2.5
14	20	3.1	6	11	17	2.7
–	–	–	2	18	20	3.2
98	105	16.2	12	45	57	9.1
9	10	1.5	4	17	21	3.3
48	52	8.0	6	33	39	6.2
25	28	3.8	1	15	16	2.5
–	–	–	1	13	14	2.2
81	86	13.2	5	29	34	5.4
30	32	4.9	2	19	21	3.3
–	–	–	1	8	9	1.4
–	3	.5	3	14	17	2.7
55	60	9.2	5	17	22	3.5
–	3	.5	11	12	23	3.6
18	18	2.8	–	–	–	– 3/
–	3	.5	1	4	5	.8
–	–	–	5	7	12	1.9
–	4	.6	8	8	16	2.5
–	–	–	4	24	28	4.5
–	–	–	1	19	20	3.2

TABLE 3-L

FY 1967 AND FY 1969
INSTITUTE AND TEACHER FELLOWSHIP PROJECTS BY SUBJECT

	FY 1967			
Subject Field	Fellowships 1/	Institutes 2/	Total Projects	% of Tota Project
Trainers of Teachers and TTT	–	–	–	–
Vocational Education	–	–	–	–
None of the Above	9	2	11	1.7
Total	93	557	650	100.0

1/ Includes long term institutes
2/ Short term institutes and planning grants
3/ Funded under another legislative authority in FY 1969

FY 1967 data from program statistics prepared by the Measurement Research Center at Iowa Cit
Education. FY 1969 data from summary dated 1/22/69 prepared by the Bureau of Educational Pe

Percentages may not add to totals because of rounding.

TABLE 3-L

FY 1967 AND FY 1969

CHER FELLOWSHIP PROJECTS BY SUBJECT MATTER FIELD 2/

FY 1967			FY 1969			
stitutes 2/	Total Projects	% of Total Projects	Fellowships 1/	Institutes 2/	Total Projects	% of Total Projects
-	-	-	-	-	-	-
-	-	-	5	14	19	3.0
2	11	1.7	-	-	-	-
557	650	100.0	131	497	628	100.0

rement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of
ed by the Bureau of Educational Personnel Development.

Subject Matter	Total Projects as Percent of Grand Total	Total P		
			Type of Administe	
		Total	College or University	Stat Ed Agen
Arts and Humanities	3.7	23	20	–
Bilingual Education	.8	5	4	–
Civics	2.4	15	15	–
Counseling and Guidance	7.3	45	39	1
Disadvantaged Youth*	7.3	45	32	1
Early Childhood	2.4	15	15	–
Economics	1.6	10	9	1
Educational Media	2.9	18	13	1
Elementary Education	1.9	12	7	–
Elementary and Secondary Education	2.6	16	8	1
English	8.7	54	51	1
English for Speakers of Other Languages	2.9	18	18	–
Foreign Languages	6.1	38	37	1
Geography	2.4	15	15	–
Health and Physical Education	2.9	18	11	–
History	6.1	38	34	–
Industrial Arts	3.4	21	20	–
International Affairs	1.5	9	7	1
Mathematics	2.1	13	11	–
Reading	2.3	20	19	–
School Administration and Supervision	3.4	21	17	–
Science	.8	5	3	1
Secondary Education	1.6	10	6	–
Social Studies	1.0	6	6	–
Special Education	5.0	31	20	2

FY 1969 EDPA INSTITUTE, FELLOWSHIP, AND PLANNIN
ADMINISTER

Total Projects					Institutes					
	Type of Administering Organization					Type of Administering Organization				
Total	College or University	State Ed. Agency	Local Ed. Agency	Other	Total	College or University	State Ed. Agency	Local Ed. Agency	Other	Total
23	20	-	2	1	16	13	-	2	1	6
5	4	-	1	-	3	2	-	1	-	2
15	15	-	-	-	13	13	-	-	-	2
45	39	1	5	-	23	18	1	4	-	18
45	32	1	7	5	20	12	1	4	3	6
15	15	-	-	-	8	8	-	-	-	3
10	9	1	-	-	7	6	1	-	-	3
18	13	1	3	1	16	11	1	3	1	1
12	7	-	4	1	8	4	-	3	1	3
16	8	1	6	1	14	6	1	6	1	2
54	51	1	2	-	44	42	1	1	-	10
18	18	-	-	-	14	14	-	-	-	4
38	37	1	-	-	32	31	1	-	-	5
15	15	-	-	-	14	14	-	-	-	1
18	11	-	6	1	13	7	-	5	1	1
38	34	-	3	1	30	26	-	3	1	7
21	20	-	1	-	17	16	-	1	-	3
9	7	1	-	1	7	6	1	-	-	1
13	11	-	2	-	11	9	-	2	-	2
20	19	-	1	-	16	15	-	1	-	3
21	17	-	4	-	11	7	-	4	-	10
5	3	1	1	-	4	2	1	1	-	1
10	6	-	4	-	6	2	-	4	-	3
6	6	-	-	-	5	5	-	-	-	-
31	20	2	7	2	18	10	2	4	2	4

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TABLE 4-L

ELLOWSHIP, AND PLANNING PROJECTS BY SUBJECT MATTER AND TYPE OF ORGANIZATION ADMINISTERING PROJECT

es		Fellowships					Planning Grants				
Organization			Type Administering Organization					Type Administering Organization			
Local Ed. Agency	Other	Total	College or University	State Ed. Agency	Local Ed. Agency	Other	Total	College or University	State Ed. Agency	Local Ed. Agency	Other
2	1	6	6	–	–	–	1	1	–	–	–
1	–	2	2	–	–	–	–	–	–	–	–
–	–	2	2	–	–	–	–	–	–	–	–
4	–	18	18	–	–	–	4	3	–	1	–
4	3	6	6	–	–	–	19	14	–	3	2
–	–	3	3	–	–	–	4	4	–	–	–
–	–	3	3	–	–	–	–	–	–	–	–
3	1	1	1	–	–	–	1	1	–	–	–
3	1	3	3	–	–	–	1	–	–	1	–
6	1	2	2	–	–	–	–	–	–	–	–
1	–	10	9	–	1	–	–	–	–	–	–
–	–	4	4	–	–	–	–	–	–	–	–
–	–	5	5	–	–	–	1	1	–	–	–
–	–	1	1	–	–	–	–	–	–	–	–
5	1	1	1	–	–	–	4	3	–	1	–
3	1	7	7	–	–	–	1	1	–	–	–
1	–	3	3	–	–	–	1	1	–	–	–
–	–	1	1	–	–	–	1	–	–	–	1
2	–	2	2	–	–	–	–	–	–	–	–
1	–	3	3	–	–	–	1	1	–	–	–
4	–	10	10	–	–	–	–	–	–	–	–
1	–	1	1	–	–	–	–	–	–	–	–
4	–	3	3	–	–	–	1	1	–	–	–
–	–	–	–	–	–	–	1	1	–	–	–
4	2	4	4	–	–	–	9	6	–	3	–

Subject Matter	Total Projects as Percent of Grand Total	Total Projec		
		Type of Administering		
		Total	College or University	State Ed. Agency
Support Personnel	2.9	18	9	-
Trainers of Teachers and TTT*	8.9	55	44	3
Vocational Education	3.4	21	14	2
None of Above	.6	4	4	-
Total	100.0	619	508	16
Percent of Total	100.0	100.0	82.1	2.6

FY 1969 EDPA INSTITUTE, FELLOWSHIP, AND PLANNIN
ADMINISTER

Total Projects			
Type of Administering Org zation			
College or University	State Ed. Agency	Local Ed. Agency	Other
9	-	7	2
44	3	3	5
14	2	3	2
4	-	-	-
508	16	72	23
82.1	2.6	11.6	3.7

Tota
14
48
12
3
447
72.2

Institutes				
Type of Administering Organization				
College or University	State Ed. Agency	Local Ed. Agency	Other	Total
7	-	5	2	-
38	3	2	5	2
8	1	1	2	6
3	-	-	-	1
355	15	57	20	110
79.4	3.4	12.8	4.5	17.8

Projects whose titles mentioned Disadvantaged Youth or Teacher Train
over Disadvantaged Youth.

5

TABLE 4-L

LLOWSHIP, AND PLANNING PROJECTS BY SUBJECT MATTER AND TYPE OF ORGANIZATION ADMINISTERING PROJECT

s		Fellowships					Planning Grants				
rganization			Type Administering Organization					Type Administering Organization			
cal Ed. gency	Other	Total	College or University	State Ed. Agency	Local Ed. Agency	Other	Total	College or University	State Ed. Agency	Local Ed. Agency	Other
5	2	-	-	-	-	-	4	2	-	2	-
2	5	2	2	-	-	-	5	4	-	1	-
1	2	6	5	1	-	-	3	1	-	2	-
-	-	1	1	-	-	-	-	-	-	-	-
57	20	110	108	1	1	-	62	45	-	14	3
.8	4.5	17.8	98.2	.9	.9	-	10.0	72.6	-	22.6	4.8

h or Teacher Trainers recorded here rather than in academic subject area. TTT given precedence

TABLE 5-L

NUMBER AND PERCENT OF U.S. TOTAL INSTITUTIONS OF HIGHER EDUCATION AND HIGHER EDUCATION ENROLLMENT
INSTITUTIONS AWARDED FY 1969 EPDA PROJECTS BY SIZE AND CONTROL OF SCHOOL; NUMBER AND PERCENT OF
ADMINISTERING INSTITUTION

Size and Control	Schools, Fall 1967 #	Schools, Fall 1967 %	Total Enrollment, Fa #
All Institutions - Total	2,374	100.0	6,911,748
Under 200	291	12.3	31,562
200-499	345	14.5	120,484
500-999	531	22.4	387,672
1,000-2,499	590	24.9	900,079
2,500-4,999	269	11.3	950,825
5,000-9,999	193	8.1	1,392,163
10,000-19,999	100	4.2	1,389,873
20,000 or more	55	2.3	1,739,090
Public Institutions - Total	934	39.3	4,816,028
Under 200	21	.9	2,268
200-499	79	3.3	28,421
500-999	148	6.2	109,776
1,000-2,499	230	9.7	369,093
2,500-4,999	184	7.8	669,205
5,000-9,999	147	6.2	1,061,418
10,000-19,999	79	3.3	1,104,415
20,000 or more	46	1.9	1,471,432
Private Institutions - Total	1,440	60.7	2,095,720
Under 200	270	11.4	29,294
200-499	266	11.2	92,063
500-999	383	16.1	277,896
1,000-2,499	360	15.2	530,986
2,500-4,999	85	3.6	281,620
5,000-9,999	46	1.9	330,745
10,000-19,999	21	.9	285,458
20,000 or more	9	.4	267,658

Percentages may not add to totals because of rounding. Total institutions and enrollment figures
project information from Congressional Notifications of Award November 1968 - May 1969.

TABLE 5-L

ION AND HIGHER EDUCATION ENROLLMENT BY SIZE AND CONTROL OF SCHOOL: NUMBER AND PERCENT OF
OF SCHOOL; NUMBER AND PERCENT OF FY 1969 EPDA PROJECTS AWARDED BY SIZE AND CONTROL OF
ADMINISTERING INSTITUTION

	Total Enrollment, Fall 67		Schools Awarded FY 69 Projects		FY 69 Projects Awards	
%	#	%	#	%	#	%
.0	6,911,748	100.0	315	100.0	604	100.0
.3	31,562	.5	4	1.3	4	.7
.5	120,484	1.7	5	1.6	5	.8
.4	387,672	5.6	14	4.4	16	2.6
.9	900,079	13.0	43	13.7	50	8.3
.3	950,825	13.8	50	15.9	68	11.3
.1	1,392,163	20.1	76	24.1	131	21.7
.2	1,389,873	20.1	67	21.3	160	26.5
.3	1,739,090	25.2	56	17.8	170	28.1
.3	4,816,028	69.7	207	65.7	433	71.7
.9	2,268	-	1	.3	1	.2
.3	28,421	.4	1	.3	1	.2
.2	109,776	1.6	3	1.0	3	.5
.7	369,093	5.3	11	3.5	14	2.3
.8	669,205	9.7	32	10.2	46	7.6
.2	1,061,418	15.4	60	19.0	103	17.1
.3	1,104,415	16.0	53	16.8	122	20.2
.9	1,471,432	21.3	46	14.6	143	23.7
.7	2,095,720	30.3	108	34.3	171	28.3
.4	29,294	.4	3	1.0	3	.5
.2	92,063	1.3	4	1.3	4	.7
.1	277,896	4.0	11	3.5	13	2.2
.2	530,986	7.7	32	10.2	36	6.0
.6	281,620	4.1	18	5.7	22	3.6
.9	330,745	4.8	16	5.1	28	4.6
.9	285,458	4.1	14	4.4	38	6.3
.4	267,658	3.9	10	3.2	27	4.5

nstitutions and enrollment figures from Digest of Educational Statistics 1968. EPDA
ovember 1968 - May 1969.

TABLE 6-L

NUMBER AND PERCENT OF U.S. TOTAL FALL HIGHER EDUCATION ENROLLMENT BY TYPE AND CONTROL OF INSTIT E
BY TYPE AND CONTROL OF ADMINISTERING INSTITUTION, FY's 1965- I

	Average Enrollment 1964-1967 #	 %	Projects FY 1965-196 #	 %	64
Total					
All Institutions	6,172,468	100.0	2508	100.0	00
4-Year Institutions	4,918,163	79.7	2506	99.9	7
Universities	2,391,680	38.7	1588	63.3	3
All Other 4 Year	2,526,483	40.9	918	36.6	4
2-Year Institutions	1,254,305	20.3	2	.1	2
Public					
All Institutions	4,181,462	67.7	1742	69.5	6
4-Year Institutions	3,060,006	49.6	1742	69.5	4
Universities	1,706,372	27.6	1177	46.9	2
All Other 4-Year	1,353,634	21.9	565	22.5	2
2-Year Institutions	1,121,456	18.2	-	-	1
Private					
All Institutions	1,991,006	32.3	766	30.5	3
4-Year Institutions	1,858,157	30.1	764	30.5	3
Universities	685,308	11.1	411	16.4	1
All Other 4-Year	1,172,849	19.0	353	14.1	1
2-Year Institutions	132,849	2.2	2	.1	

Percentages may not add to totals because of rounding

*These 604 FY 69 projects are 81.6% of the total of 740 FY 69 projects. The other 136 are adm 9
agencies, and other organizations.

Enrollment data from U.S.O.E.'s Opening Fall Enrollment, 1964-68. FY 1965-1968 project data f 64
Iowa City, Iowa, under a contract with U.S.O.E. FY 1969 project data from Congressional Noti o

TABLE 6-L

ENT BY TYPE AND CONTROL OF INSTITUTION AND NUMBER AND PERCENT OF EDPA (AND PREDECESSOR)PROJECTS
ISTERING INSTITUTION, FY's 1965-1968 AVERAGED AND FY 1969

4-1967	Projects FY 1965-1968		Enrollment Fall, 1968		Projects FY 1969*	
%	#	%	#	%	#	%
00.0	2508	100.0	7,571,636	100.0	604	100.0
79.7	2506	99.9	5,775,210	76.3	591	97.8
38.7	1588	63.3	2,787,682	36.8	367	60.8
40.9	918	36.6	2,987,528	39.5	224	37.1
20.3	2	.1	1,796,426	23.7	13	2.2
67.7	1742	69.5	5,469,472	72.2	433	71.7
49.6	1742	69.5	3,821,808	50.5	422	69.9
27.6	1177	46.9	2,083,628	27.5	270	44.7
21.9	565	22.5	1,738,180	23.0	152	25.2
18.2	-	-	1,647,664	21.8	11	1.8
32.3	766	30.5	2,102,164	27.8	171	28.3
30.1	764	30.5	1,953,402	25.9	169	28.0
11.1	411	16.4	704,054	9.3	97	16.1
19.0	353	14.1	1,249,348	16.5	72	11.9
2.2	2	.1	148,762	2.0	2	.3

9 projects. The other 136 are administered by State education agencies, local education

4-68. FY 1965-1968 project data from a report prepared by the Measurement Research Center at
oject data from Congressional Notifications of Award, November 1968 - May 1969.

TABLE 7-L

NUMBER AND PERCENT OF ALL INSTITUTIONS OF HIGHER EDUCATION IN UNITED STATES BY
(As listed in 1967-68 Education Directory, P

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutions #	
All Institutions - Total	2536	100.
a. occupational terminal	73	2.
b. liberal arts and general	334	13.
c. liberal arts and general and occupational terminal	598	23.
d. primarily teacher preparatory	30	1.
e. liberal arts and general and teacher preparatory	663	26.
f. liberal arts and general, occupational terminal and teacher preparatory	111	4.
g. professional only (not including teacher preparatory)	[illegible]3	10
h. professional and teacher preparatory	48	1
i. professional and occupational terminal	26	1
j. liberal arts and general and 1 or 2 professional schools	130	5
k. liberal arts and general and 3 or more professional schools	250	10
I. Two and Less than Four-Year Institutions - Total	885	34
a. occupational terminal	72	2
b. liberal arts and general	179	7
c. liberal arts and general and occupational terminal	574	22
d. primarily teacher preparatory	5	
e. liberal arts and general and teacher preparatory	31	1
f. liberal arts and general, occupational terminal, and teacher preparatory	11	
g. professional only (not including teacher preparatory)	8	
h. professional and teacher preparatory	3	
i. professional and occupational terminal	2	

TABLE 7-L

IGHER EDUCATION IN UNITED STATES BY TYPE AND CONTROL IN 1967-68 ACADEMIC YEAR
ed in 1967-68 Education Directory, Part 3)

	Total Institutions		Control of Institution				
			Public		Private Ind.		Private Relig
	#	%	#	%	#	%	#
	2536	100.0	1043	41.1	576	22.7	917
	73	2.9	43	1.7	26	1.0	4
	334	13.2	63	2.5	96	3.8	175
	598	23.6	487	19.2	66	2.6	45
	30	1.2	15	.6	8	.3	7
	663	26.1	146	5.8	128	5.0	389
teacher preparatory	111	4.4	65	2.6	10	.4	36
)	273	10.8	38	1.5	109	4.3	126
	48	1.9	3	.1	30	1.2	15
	26	1.0	4	.2	18	.7	4
ools	130	5.1	22	.9	38	1.5	70
schools	250	10.0	157	6.2	47	1.9	46
	885	34.9	596	23.5	125	4.9	164
	72	2.8	43	1.7	25	1.0	4
	179	7.1	54	2.1	36	1.4	89
	574	22.6	479	18.9	56	2.2	39
	5	.2	5	.2	—	—	—
	31	1.2	12	.5	—	—	19
teacher preparatory	11	.4	3	.1	—	—	8
)	8	.3	—	—	4	.2	4
	3	.1	—	—	2	.1	1
	2	.1	—	—	2	.1	—

TABLE 7-L

NUMBER AND PERCENT OF ALL INSTITUTIONS OF HIGHER EDUCATION IN UNITED STAT
(As listed in 1967-68 Education Directo

Institutions Classified by Highest Level of Offering and Type of Program	Tota Institu #
II. Institutions Offering Bachelor's Degrees - Total	851
b. liberal arts and general	127
c. liberal arts and general and occupational terminal	24
d. primarily teacher preparatory	15
e. liberal arts and general and teacher preparatory	427
f. liberal arts and general, occupational terminal, and teacher preparatory	65
g. professional only (not including teacher preparatory)	113
h. professional and teacher preparatory	20
i. professional and occupational terminal	17
j. liberal arts and general and 1 or 2 professional schools	37
k. liberal arts and general and 3 or more professional schools	6

TABLE 7-L

HIGHER EDUCATION IN UNITED STATES BY TYPE AND CONTROL IN 1967-68 ACADEMIC YEAR
ted in 1967-68 Education Directory, Part 3)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private Religious	
	#	%	#	%	#	%	#	%
	851	33.6	112	4.4	230	9.1	509	20.1
	127	5.0	5	.2	41	1.6	81	3.2
	24	.9	8	.3	10	.4	6	.2
	15	.6	7	.3	3	.1	5	.2
	427	16.8	35	1.4	85	3.4	307	12.1
eacher preparatory	65	2.6	34	1.3	9	.4	22	.9
	113	4.5	16	.6	50	2.0	47	1.9
	20	.8	1	–	9	.4	10	.4
	17	.7	1	–	12	.5	4	.2
ls	37	1.5	1	–	11	.4	25	1.0
hools	6	.2	4	.2	–	–	2	.1

CONTINUED:

TABLE 7-L

NUMBER AND PERCENT OF ALL INSTITUTIONS OF HIGHER EDUCATION IN UNITED STATES
(As listed in 1967-68 Education Director

	Institutions Classified by Highest Level of Offering and Type of Program	Tota Institu #
III.	Institutions Offering Masters Degrees - Total	499
b.	liberal arts and general	23
d.	primarily teacher preparatory	9
e.	liberal arts and general and teacher preparatory	192
f.	liberal arts and general, occupational terminal, and teacher preparatory	33
g.	professional only (not including teacher preparatory)	77
h.	professional and teacher preparatory	13
i.	professional and occupational terminal	3
j.	liberal arts and general and 1 or 2 professional schools	70
k.	liberal arts and general and 3 or more professional schools	79
IV.	Institutions Offering Ph.D Degrees - Total	280
b.	liberal arts and general	4
d.	primarily teacher preparatory	1
e.	liberal arts and general and teacher preparatory	13
f.	liberal arts and general, occupational terminal, and teacher preparatory	2
g.	professional only (not including teacher preparatory)	63
h.	professional and teacher preparatory	8
i.	professional and occupational terminal	3
j.	liberal arts and general and 1 or 2 professional schools	21
k.	liberal arts and general and 3 or more professional schools	165

TABLE 7-1

F HIGHER EDUCATION IN UNITED STATES BY TYPE AND CONTROL IN 1967-68 ACADEMIC YEAR
isted in 1967-68 Education Directory, Part 3)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Relig	
	#	%	#	%	#	%	#	
	499	19.7	196	7.7	124	4.9	179	7.
	23	.9	1	–	17	.7	5	
	9	.4	3	.1	4	.2	2	
	192	7.6	94	3.7	37	1.5	61	2.
d teacher preparatory	33	1.3	27	1.1	–	–	6	
y)	77	3.0	2	.1	25	1.0	50	2
	13	.5	–	–	12	.5	1	
	3	.1	–	–	3	.1	–	
hools	70	2.8	15	.6	17	.7	38	
schools	79	3.1	54	2.1	9	.4	16	
	280	11.0	138	5.4	82	3.2	60	
	4	.2	3	.1	1	–	–	
	1	–	–	–	1	–	–	
	13	.5	5	.2	6	.2	2	
i teacher preparatory	2	.1	1	–	1	–	–	
)	63	2.5	19	.7	22	.9	22	
	8	.3	2	.1	3	.1	3	
	3	.1	3	.1	–	–	–	
ools	21	.8	6	.2	10	.4	5	
schools	165	6.5	99	3.9	38	1.5	28	1.

CONTINUED:

TABLE 7-1

NUMBER AND PERCENT OF ALL INSTITUTIONS OF HIGHER EDUCATION IN UNITED S
(As listed in 1967-68 Education Dir

Institutions Classified by Highest Level of Offering and Type of Program	I #
V. Other - Total	2
a. occupational terminal	
b. liberal arts and general	
g. professional only (not including teacher preparatory)	1
h. professional and teacher preparatory	
i. professional and occupational terminal	
j. liberal arts and general and 1 or 2 professional schools	

Percentages may not add to totals because of rounding.

TABLE 7-L

TIONS OF HIGHER EDUCATION IN UNITED STATES BY TYPE AND CONTROL IN 1967-68 ACADEMIC YEAR
(As listed in 1967-68 Education Directory, Part 3)

	Total Institutions		Control of Institution				
			Public		Private Ind.		Private-Rel
	#	%	#	%	#	%	#
	21	.8	1	-	15	.6	5
	1	-	-	-	1	-	-
	1	-	-	-	1	-	-
ry)	12	.5	1	-	8	.3	3
	4	.2	-	-	4	.2	-
	1	-	-	-	1	-	-
schools	2	.1	—	—	-	-	2

TABLE 8-L

NUMBER AND PERCENT BY TYPE AND CONTROL OF INSTITUTIONS O
RECEIVING AWARDS UNDER THE FY 1965 - 1968 INSTITUTE
TEACHER FELLOWSHIP PROGRAM BY TYPE AND CONTROL OF

(As listed in 1967-68 Education Directory - P

Institutions Classified by Highest Level of Offering and Type of Program	Total Instituti # Schools
All Institutions - Total	458
b. liberal arts and general	19
d. primarily teacher preparatory	8
e. liberal arts, general, and teacher preparatory	150
f. liberal arts, general, teacher preparatory, and occupational terminal	31
g. professional only	2
h. professional and teacher preparatory	2
j. liberal arts and general and 1 or 2 professional schools	36
k. liberal arts and general and 3 or more professional schools	210
I. Two and Less than Four-Year Institutions - Total	2
b. liberal arts and general	2
II. Institutions Offering Bachelors Degrees - Total	81
b. liberal arts and general	7
d. primarily teacher preparatory	2
e. liberal arts, general, and teacher preparatory	52
f. liberal, general, teacher preparatory, occupational terminal	10
g. professional only	1
h. professional and teacher preparatory	1
j. liberal arts and general and 1 or 2 professional schools	6
k. liberal arts and general and 3 or more professional schools	2

TABLE 8-L

TYPE AND CONTROL OF INSTITUTIONS OF HIGHER EDUCATION
NDER THE FY 1965 - 1968 INSTITUTE AND EXPERIENCED
HIP PROGRAM BY TYPE AND CONTROL OF INSTITUTION

in 1967-68 Education Directory - Part III)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religiou	
	# Schools	%	# Schools	%	# Schools	%	# Schools	
	458	100.0	252	55.0	107	23.4	99	21.6
	19	4.1	2	.4	11	2.4	6	1.3
	8	1.7	3	.7	3	.7	2	.4
	150	32.8	65	14.2	32	7.0	53	11.6
ional terminal	31	6.8	24	5.2	2	.4	5	1.1
	2	.4	—	—	2	.4	—	—
	2	.4	—	—	2	.4	—	—
ls	36	7.9	14	3.1	15	3.3	7	1.5
hools	210	45.9	144	31.4	40	8.7	26	5.7
	2	.4	—	—	1	.2	1	.2
	2	.2	—	—	1	.2	1	.2
	81	17.7	21	4.6	21	4.6	39	8.5
	7	1.5	—	—	4	.9	3	.7
	2	.4	2	.4	—	—	—	—
	52	11.4	8	1.7	12	2.6	32	7.0
minal	10	2.2	9	2.0	1	.2	—	—
	1	.2	—	—	1	.2	—	—
	1	.2	—	—	1	.2	—	—
ls	6	1.3	—	—	2	.4	4	.9
hools	2	.4	2	.4	—	—	—	—

CONTINUED:

TABLE 8-L

NUMBER AND PERCENT BY TYPE AND CONTROL OF INSTITUTIONS
RECEIVING AWARDS UNDER THE FY 1965 - 1968 INSTITUTE
TEACHER FELLOWSHIP PROGRAM BY TYPE AND CONTROL O

(As listed in 1967-68 Education Directory -

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutio # Schools
III. Institutions Offering Masters Degrees - Total	194
b. liberal arts and general	10
d. primarily teacher preparatory	5
e. liberal arts, general, and teacher preparatory	89
f. liberal arts, general, teacher preparatory and occupational terminal	19
j. liberal arts and general and 1 or 2 professional schools	18
k. liberal arts and general and 3 or more professional schools	53
IV Institutions Offering Ph.D Degrees - Total	181
d. primarily teacher preparatory	1
e. liberal arts, general, and teacher preparatory	9
f. liberal arts, general, teacher preparatory, and occupational terminal	2
g. professional only	1
h. professional and teacher preparatory	1
j. liberal arts and general and 1 or 2 professional schools	12
k. liberal arts and general and 3 or more professional schools	155

Percentages may not add to totals because of rounding.

Project data from a report prepared by the Measurement Research Center at Iowa City, Iowa, unde

TABLE 8-L

TYPE AND CONTROL OF INSTITUTIONS OF HIGHER EDUCATION
UNDER THE FY 1965 - 1968 INSTITUTE AND EXPERIENCED
SHIP PROGRAM BY TYPE AND CONTROL OF INSTITUTION

in 1967-68 Education Directory - Part III)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religious	
	# Schools	%	# Schools	%	No. Schools	%	# Schools	%
	194	42.4	113	24.7	39	8.5	42	9.2
	10	2.2	2	.4	6	1.3	2	.4
onal terminal	5	1.1	1	.2	2	.4	2	.4
	89	19.4	52	11.4	16	3.5	21	4.6
pational terminal	19	4.1	14	3.1	—	—	5	1.1
hools	18	3.9	8	1.7	7	1.5	3	.7
schools	53	11.6	36	7.9	8	1.7	9	2.0
	181	39.5	118	25.8	46	10.0	17	3.7
	1	.2	—	—	1	.2	—	—
	9	2.0	5	1.1	4	.9	—	
upational terminal	2	.4	1	.2	1	.2	—	
	1	.2	—	—	1	.2	—	
	1	.2	—	—	1	.2	—	
hools	12	2.6	6	1.3	6	1.3	—	
schools	155	33.8	106	23.1	32	7.0	17	3.7

rch Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 9-L

NUMBER AND PERCENT OF INSTITUTIONS OF HIGHER EDUCATION RECEIVING FY 1969 PART C AND D EP

(As listed in 1967-68 Education Directory, Part I

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutions	
	# Schools	%
All Institutions Total	315	100.0
b. liberal arts and general	10	3.2
c. liberal arts, general, and occupational terminal	11	3.5
d. primarily teacher preparatory	3	1.0
e. liberal arts, general, and teacher preparatory	77	24.4
f. liberal arts, general, teacher preparatory, and occupational terminal	19	6.0
g. professional only	3	1.0
h. professional and teacher preparatory	1	.3
i. professional and occupational terminal	1	.3
j. liberal arts and general and 1 or 2 professional schools	19	6.0
k. liberal arts and general and 3 or more professional schools	171	54.3
I. Two and Less than Four-Year Institutions - Total	13	4.1
b. liberal arts and general	3	1.0
c. liberal arts, general, and occupational terminal	10	3.2
II. Institutions Offering Bachelors Degrees - Total	32	10.2
b. liberal arts and general	3	1.0
c. liberal arts, general, and occupational terminal	1	.3
e. liberal arts, general, and teacher preparatory	20	6.3
f. liberal arts, general, teacher preparatory, and occupational terminal	4	1.3
i. professional and occupational terminal	1	.3
j. liberal arts and general and 1 or 2 professional schools	2	.6
k. liberal arts and general and 3 or more professional schools	1	.3

TABLE 9-L

ON RECEIVING FY 1969 PART C AND D EPDA AWARDS BY TYPE AND CONTROL OF INSTITUTIONS
1967-68 Education Directory, Part III)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religious	
	# Schools	%	# Schools	%	No. Schools	%	# Schools	%
	315	100.0	207	65.7	59	18.7	49	15.6
	10	3.2	3	1.0	6	1.9	1	.3
	11	3.5	9	2.9	1	.3	1	.3
	3	1.0	—	—	3	1.0	—	—
	77	24.4	40	12.7	11	3.5	26	8.2
onal terminal	19	6.0	19	6.0	—	—	—	
	3	1.0	2	.6	1	.3	—	
	1	.3	—	—	1	.3	—	
	1	.3	1	.3	—	—		
s	19	6.0	7	2.2	9	2.9	3	1.0
ools	171	54.3	126	40.0	27	8.6	18	5.7
	13	4.1	11	3.5	1	.3	1	.3
	3	1.0	3	1.0	—	—	—	
	10	3.2	8	2.5	1	.3	1	.3
	32	10.2	9	2.9	9	2.9	14	4.4
	3	1.0	—	—	2	.6	1	.3
	1	.3	1	.3	—	—	—	—
	20	6.3	2	.6	5	1.6	13	4.1
tional terminal	4	1.3	4	1.3	—	—	—	—
	1	.3	1	.3	—	—	—	—
ls	2	.6	—	—	2	.6	—	—
hools	1	.3	1	.3	—	—	—	

TABLE 9-L

NUMBER AND PERCENT OF INSTITUTIONS OF HIGHER EDUCATION RECEIVING FY 1969 PART C AND D
(As listed in 1967-68 Education Directory, Part

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutions # Schools	%
III. Institutions Offering Masters Degrees - Total	120	38.1
b. liberal arts and general	4	1.3
d. primarily teacher preparatory	2	.6
e. liberal arts, general, and teacher preparatory	51	16.2
f. liberal arts, general, teacher preparatory, and occupational terminal	13	4.1
j. liberal arts and general and 1 or 2 professional schools	13	4.1
k. liberal arts and general and 3 or more professional schools	37	11.7
IV. Institutions Offering Ph.D Degrees - Total	149	47.3
d. primarily teacher preparatory	1	.3
e. liberal arts, general, and teacher preparatory	6	1.9
f. liberal arts, general, teacher preparatory, and occupational terminal	2	.6
g. professional only	3	1.0
j. liberal arts and general and 1 or 2 professional schools	4	1.3
k. liberal arts and general and 3 or more professional schools	133	42.2
V. Other - Total	1	.3
h. professional and teacher preparatory	1	.3

NOTE: The 315 institutions of higher education are 70.9% of the total of 430 organizations
organizations are 97 local education agencies (22.6%), 16 State education agencies (

Percentages may not add to totals because of rounding.

Project data from Congressional Notifications of Awards - November 1968 - May 1969.

TABLE 9-L

UCATION RECEIVING FY 1969 PART C AND D EPDA AWARDS BY TYPE AND CONTROL OF INSTITUTIONS
ed in 1967-68 Education Directory, Part III)

	Total Institutions		Public		Control of Institution			
					Private Ind.		Private-Religi	
	#	Schools %	#	Schools %	No.	Schools %	#	Schools
	120	38.1	81	25.7	16	5.1	23	7.3
	4	1.3	—	—	4	1.3	—	
	2	.6	—	—	2	.6		
	51	16.2	34	10.8	4	1.3	13	4.1
ccupational terminal	13	4.1	13	4.1	—	—	—	—
schools	13	4.1	5	1.6	5	1.6	3	1.0
al schools	37	11.7	29	9.2	1	.3	7	2.2
	149	47.3	106	33.7	32	10.2	11	3.5
	1	.3	—	—	1	.3	—	
	6	1.9	4	1.3	2	.6	—	—
ccupational terminal	2	.6	2	.6	—	—	—	—
	3	1.0	2	.6	1	.3	—	—
schools	4	1.3	2	.6	2	.6	—	—
al schools	133	42.2	96	30.5	26	8.3	11	3.5
	1	.3	—	—	1	.3	—	
	1	.3	—	—	1	.3	—	—

0,9% of the total of 430 organizations administering FY 69 projects. Additional administering (22.6%), 16 State education agencies (3.7%), and 12 other organizations (2.8%).

ovember 1968 - May 1969.

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TABLE 10-L

NUMBER AND PERCENT OF FY 1965-1968 INSTITUTES AND EXPERIENCED TEACHE
BY TYPE AND CONTROL OF ADMINISTERING INSTITUTIO
(As listed in 1967-68 Education Directory - Part

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutions # Projects	%
All Institutions - Total	2508	100.
b. liberal arts and general	36	1.
d. primarily teacher preparatory	43	1.
e. liberal arts, general, and teacher preparatory	441	17.
f. liberal arts, general, teacher preparatory, and occupational terminal	105	4.
g. professional only	2	.
h. professional and teacher preparatory	4	.
j. liberal arts and general and 1 or 2 professional schools	140	5.
k. liberal arts and general and 3 or more professional schools	1737	69.
I. Two and Less than Four-Year Institutions - Total	2	.
b. liberal arts and general	2	.
II. Institutions Offering Bachelor's Degrees - Total	161	6.
b. liberal arts and general	13	.
d. primarily teacher preparatory	6	.
e. liberal arts, general, and teacher preparatory	90	3.
f. liberal arts, general, teacher preparatory, and occupational terminal	26	1.
g. professional only	1	-
h. professional and teacher preparatory	1	-
j. liberal arts and general and 1 or 2 professional schools	20	.
k. liberal arts and general and 3 or more professional schools	4	.

TABLE 10-L

5-1968 INSTITUTES AND EXPERIENCED TEACHER FELLOWSHIP PROGRAMS
AND CONTROL OF ADMINISTERING INSTITUTION
ed in 1967-68 Education Directory - Part 3)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religious	
	# Projects	%	# Projects	%	#Projects	%	# Projects	%
	2508	100.0	1742	69.5	509	20.3	257	10.2
	36	1.4	5	.2	18	.7	13	.5
	43	1.7	8	.3	27	1.1	8	.3
	441	17.6	234	9.3	96	3.8	111	4.4
ational terminal	105	4.2	91	3.6	9	.4	5	.2
	2	.1	—	—	2	.1	—	—
	4	.2	—	—	4	.2	—	—
ools	140	5.6	60	2.4	55	2.2	25	1.0
schools	1737	69.3	1344	53.6	298	11.9	95	3.8
	2	.1	—	—	1	-	1	-
	2	.1	—	—	1	-	1	
	161	6.4	48	1.9	38	1.5	75	3.0
	13	.5	—	—	4	.2	9	
	6	.2	6	.2	—	—	—	
	90	3.6	13	.5	24	1.0	53	2.1
ational terminal	26	1.0	25	1.0	1	-	—	
	1	-	—	—	1	-	—	
	1	-	—	—	1	-	—	
ools	20	.8	—	—	7	.3	13	
schools	4	.2	4	.2	—	—	—	

CONTINUED:

TABLE 10-L

NUMBER AND PERCENT OF FY 1965-1968 INSTITUTES AND EXPERIENCED TEA
BY TYPE AND CONTROL OF ADMINISTERING INSTITU
(As listed in 1967-68 Education Directory - P

Institution Classified by Highest Level of Offering and Type of Program	Total Instituti # Project	
III. Institutions Offering Masters Degrees - Total	757	3
b. liberal arts and general	21	
d. primarily teacher preparatory	20	
e. liberal arts, general, and teacher preparatory	304	1
f. liberal arts, general, teacher preparatory and occupational terminal	63	
j. liberal arts and general and 1 or 2 professional schools	79	
k. liberal arts and general and 3 or more professional schools	270	1
IV. Institutions Offering Ph.D Degrees - Total	1588	6
d. primarily teacher preparatory	17	
e. liberal arts, general, and teacher preparatory	47	
f. liberal arts, general, teacher preparatory, and occupational terminal	16	
g. professional only	1	
h. professional and teacher preparatory	3	
j. liberal arts and general and 1 or 2 professional schools	41	
k. liberal arts and general and 3 or more professional schools	1463	5

Percentages may not add to totals because of rounding.

Project data from a report prepated by the Measurement Research Center at Iowa City, Iowa, under

TABLE 10-L

-1968 INSTITUTES AND EXPERIENCED TEACHER FELLOWSHIP PROGRAMS
AND CONTROL OF ADMINISTERING INSTITUTION
d in 1967-68 Education Directory - Part 3)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religious	
	# Projects	%	# Projects	%	# Projects	%	# Projects	
	757	30.2	517	20.6	125	5.0	115	4.6
	21	.8	5	.2	13	.5	3	.1
	20	.8	2	.1	10	.4	8	.3
	304	12.1	191	7.6	55	2.2	58	2.[illegible]
ational terminal	63	2.5	58	2.3	—	—	5	.[illegible]
ools	79	3.1	41	1.6	26	1.0	12	.5
schools	270	10.8	220	8.8	21	.8	29	1.2
	1588	63.3	1177	46.9	345	13.8	66	2.6
	17	.7	—	—	17	.7	—	
	47	1.9	30	1.2	17	.7	—	
upational terminal	16	.6	8	.3	8	.3	—	
	1	-	—	—	1	-	—	
	3	.1	—	—	3	.1	—	
hools	41	1.6	19	.8	22	.9		
schools	1463	58.3	1120	44.7	277	11.0	66	2.6

ch Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 11-L

NUMBER AND PERCENT OF FY 1969 PART C AND D EPDA PROJECTS ADMINISTERED BY
BY TYPE AND CONTROL OF ADMINISTERING INSTITUT

(As listed in 1967-68 Education Directory, Part

Institutions Classified by Highest Level of Offering and Type of Program	Total Institutions	
	# Projects	%
All Institutions - Total	604	100.0
b. liberal arts and general	11	1.8
c. liberal arts, general, and occupational terminal	11	1.8
d. primarily teacher preparatory	8	1.3
e. liberal arts, general, and teacher preparatory	115	19.0
f. liberal arts, general, teacher prep, and occupational terminal	26	4.3
g. professional only	3	.5
h. professional and teacher preparatory	1	.2
i. professional and occupational terminal	1	.2
j. liberal arts and general and 1 or 2 professional schools	26	4.3
k. liberal arts and general and 3 or more professional schools	402	66.6
I. Two and Less than Four-Year Institutions - Total	13	2.2
b. liberal arts and general	3	.5
c. liberal arts, general, and occupational terminal	10	1.7
II. Institutions Offering Bachelors Degrees - Total	40	6.6
b. liberal arts and general	3	.5
c. liberal arts, general, and occupational terminal	1	.2
e. liberal arts, general, and teacher preparatory	27	4.5
f. liberal arts, general, teacher preparatory, and occupational terminal	5	.8
i. professional and occupational terminal	1	.2
j. liberal arts and general and 1 or 2 professional schools	2	.3
k. liberal arts, general and 3 or more professional schools	1	.2

TABLE 11-L

C AND D EPDA PROJECTS ADMINISTERED BY INSTITUTIONS OF HIGHER EDUCATION
E AND CONTROL OF ADMINISTERING INSTITUTION

ed in 1967-68 Education Directory, Part III)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religiou	
	# Projects	%	# Projects		# Projects	%	$ Projects	
	604	100.0	433	71.7	111	18.4	60	9.9
	11	1.8	3	.5	7	1.2	1	.2
	11	1.8	9	1.5	1	.2	1	.2
	8	1.3	—	—	8	1.3	—	—
	115	19.0	72	11.9	15	2.5	28	4.6
l terminal	26	4.3	26	4.3	—	—	—	—
	3	.5	2	.3	1	.2	—	—
	1	.2	—	—	1	.2	—	—
	1	.2	1	.2	—	—	—	—
ools	26	4.3	13	2.2	10	1.7	3	.5
schools	402	66.6	307	50.8	68	11.3	27	4.5
	13	2.2	11	1.8	1	.2	1	.2
	3	.5	3	.5	—	—	—	—
	10	1.7	8	1.3	1	.2	1	.2
	40	6.6	15	2.5	11	1.8	14	2.3
	3	.5	—	—	2	.3	1	[illegible]
	1	.2	1	.2	—	—	—	
	27	4.5	7	1.2	7	1.2	13	[illegible]
pational terminal	5	.8	5	.8	—	—	—	
	1	.2	1	.2	—	—	—	—
ools	2	.3	—	—	2	.3	—	—
ools	1	.2	1	.2	—	—	—	—

CONTINUED:

TABLE 11-L

NUMBER AND PERCENT OF FY 1969 PART C AND D EPDA PROJECTS ADMINISTERED
BY TYPE AND CONTROL OF ADMINISTERING INST

(As listed in 1967-68 Education Directory,

Institutions Classified by Highest Level of Offering and Type of Program	Total Institution # Projects	
III. Institutions Offering Masters Degrees - Total	183	30.
b. liberal arts and general	5	.
d. primarily teacher preparatory	3	.
e. liberal arts, general, and teacher preparatory	77	12.
f. liberal arts, general, teacher preparatory, and occupational terminal	18	3.
j. liberal arts and general and 1 or 2 professional schools	18	3.
k. liberal arts and general and 3 or more professional schools	62	10.
IV. Institutions Offering Ph.D Degrees - Total	367	60.
d. primarily teacher preparatory	5	.
e. liberal arts, general, and teacher preparatory	11	1.
f. liberal arts, general, teacher preparatory, and occupational terminal	3	.
g. professional only	3	.
j. liberal arts and general and 1 or 2 professional schools	6	1.
k. liberal arts and general and 3 or more professional schools	339	56.
V. Other - Total	1	.
h. professional and teacher preparatory	1	.

NOTE: The 604 projects administered by institutions of higher education are 81.6% of the total
administered by local education agencies; 20 or 2.7% are administeredby State education
organizations.

Percentages may not add to totals because of rounding.

Project data from Congressional Notifications of Awards - November 1968 - May 1969

TABLE 11-L

C AND D EPDA PROJECTS ADMINISTERED BY INSTITUTION OF HIGHER EDUCATION
E AND CONTROL OF ADMINISTERING INSTITUTION

ed in 1967-68 Education Directory, Part III)

	Total Institutions		Control of Institution					
			Public		Private Ind.		Private-Religiou	
	# Projects	%	# Projects	%	# Projects	%	# Projects	%
	183	30.3	137	22.7	19	3.1	27	4.5
	5	.8	—	—	5	.8	—	—
	3	.5	—	—	3	.5	—	—
	77	12.7	58	9.6	4	.7	15	2.5
upational terminal	18	3.0	18	3.0	—	—	—	—
hools	18	3.0	10	1.7	5	.8	3	.5
schools	62	10.3	51	8.4	2	.3	9	1.5
	367	60.8	270	44.7	79	13.1	18	3.0
	5	.8	—	—	5	.8	—	—
	11	1.8	7	1.2	4	.7	—	—
upational terminal	3	.5	3	.5	—	—	—	—
	3	.5	2	.3	1	.2	—	—
hools	6	1.0	3	.5	3	.5	—	—
schools	339	56.1	255	42.2	66	10.9	18	3.0
	1	.2	-	-	1	.2	-	
	1	.2	—	—	1	.2	—	

r education are 81.6% of the total of 740 FY 69 projects. In addition 103 or 13.9% are
re administeredby State education agencies and 13 or 1.7% are administered by other

ember 1968 - May 1969

TABLE 12-L

U.S. TOTAL: NUMBER AND PERCENT BY OVERALL INSTITUTIONAL RATINGS AND RATINGS
1187 INSTITUTIONS RATED IN THE 1967-68 EDITION OF THE GO

Gourman Overall Institutional Rating	Total		Gourman Rating of				
			None		X		D
	# Schools	%	# Schools	%	# Schools	%	# Schools
Total	1187	100.0	73	6.1	130	11.0	9
NR	70	5.9	14	1.2	56	4.7	-
200 - 299	70	5.9	5	.4	10	.8	4
300 - 399	764	64.4	17	1.4	24	2.0	5
400 - 499	195	16.4	15	1.3	13	1.1	-
500 - 599	55	4.6	13	1.1	13	1.1	-
600 - 699	22	1.9	5	.4	8	.7	-
700 and Above	11	.9	4	.3	6	.5	-

Percentages may not add to totals because of rounding.

TABLE 12-L

VERALL INSTITUTIONAL RATINGS AND RATINGS OF DEPARTMENTS OF EDUCATION OF THE
S RATED IN THE 1967-68 EDITION OF THE GOURMAN REPORT

		Gourman Rating of Department of Education									
e		X		D		C		B		A	
s	%	# Schools	%	# Schools	%	# Schools	%	# Schools	%	# Schools	%
	6.1	130	11.0	9	.8	852	71.8	117	9.9	6	.5
	1.2	56	4.7	–	–	–	–	–	–	–	–
	.4	10	.8	4	.3	51	4.3	–	–	–	–
	1.4	24	2.0	5	.4	715	60.2	3	.3	–	–
	1.3	13	1.1	–	–	85	7.2	82	6.9	–	–
	1.1	13	1.1	–	–	1	.1	26	2.2	2	.2
	.4	8	.7	–	–	–	–	6	.5	3	.3
	.3	6	.5	–	–	–	–	–	–	1	.1

TABLE 13-L

NUMBER AND PERCENT OF INSTITUTIONS OF HIGHER EDUCATION RECEIVING AWARDS UNDER THE FY 1965-68 IN
BY GOURMAN OVERALL INSTITUTIONAL RATING AND GOURMAN RATING OF DEPA

(All Ratings from 1967-68 Edition of Gourman Repo

Gourman Overall Institutional Ratings	Total		Institution Not Listed in Gourman		Gourman Rating				
					None		X		D
	# Schools	%	# Schools	%	# Schools	%	# Schools	%	#Schools
Total	458	100.0	18	3.9	13	2.8	44	9.6	1
Institution Not Listed in Gourman	18	3.9	18	3.9	–	–	–	–	–
NR	17	3.7	–	–	1	.2	16	3.5	–
200 - 299	11	2.4	–	–	–	–	1	.2	1
300 - 399	216	47.2	–	–	1	.2	7	1.5	–
400 - 499	135	29.5	–	–	4	.9	3	.7	–
500 - 599	35	7.6	–	–	1	.2	5	1.1	–
600 - 699	16	3.5	–	–	2	.4	7	1.5	–
700 and above	10	2.2	–	–	4	.9	5	1.1	–

Percentages may not add to totals because of rounding.

Project data from a report prepared by the Measurement Research Center at Iowa City, Iowa, under a

TABLE 13-L

ECEIVING AWARDS UNDER THE FY 1965-68 INSTITUTE AND EXPERIENCED TEACHER FELLOWSHIP PROGRAMS
IONAL RATING AND GOURMAN RATING OF DEPARTMENT OF EDUCATION

gs from 1967-68 Edition of Gourman Report)

Gourman Rating of Department of Education										
	X		D		C		B		A	
%	# Schools	%	#Schools	%	# Schools	%	# Schools	%	# Schools	%
2.8	44	9.6	1	.2	265	57.9	111	24.2	6	1.3
–	–	–	–	–	–	–	–	–	–	–
.2	16	3.5	–	–	–	–	–	–	–	–
–	1	.2	1	.2	9	2.0	–	–	–	–
.2	7	1.5	–	–	205	44.8	3	.7	–	–
.9	3	.7	–	–	50	10.9	78	17.0	–	–
.2	5	1.1	–	–	1	.2	26	5.7	2	.4
.4	7	1.5	–	–	–	–	4	.9	3	.7
.9	5	1.1	–	–	–	–	–	–	1	.2

rch Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 14-L

NUMBER AND PERCENT OF INSTITUTIONS OF HIGHER EDUCATION RECEIVING FY 1969 PART C AND D EPDA AWARDS
RATING OF DEPARTMENT OF EDUCATION

(All Ratings from 1967-68 Edition of Gourman Rep

Gourman Overall Institutional Ratings	Total		Institution Not Listed in Gourman		Gourman Rati				
					None		X		D
	# Schools	%	# Schools	%	# Schools	%	# Schools	%	# Schools
Total	315	100.0	28	8.9	12	3.8	32	10.2	-
Institution Not Listed in Gourman	28	8.9	28	8.9	-	-	-	-	-
NR	13	4.1	-	-	1	.3	12	3.8	-
200 - 299	4	1.3	-	-	-	-	2	.6	-
300 - 399	125	39.7	-	-	-	-	4	1.3	-
400 - 499	93	29.5	-	-	4	1.3	1	.3	-
500 - 599	32	10.2	-	-	1	.3	5	1.6	-
600 - 699	10	3.2	-	-	2	.6	3	1.0	-
700 and above	10	3.2	-	-	4	1.3	5	1.6	-

NOTE: The 315 institutions of higher education are 70.9% of the total of 430 organizations admin

Percentages may not add to totals because of rounding.

Project data from Congressional Notifications of Award, November 1968 - May 1969.

TABLE 14-L

ING FY 1969 PART C AND D EPDA AWARDS BY OVERALL GOURMAN INSTITUTIONAL RATING AND GOURMAN
TING OF DEPARTMENT OF EDUCATION

s from 1967-68 Edition of Gourman Report)

	Gourman Rating of Department of Education									
	X		D		C		B		A	
%	# Schools	%	# Schools	%	# Schools	%	# Schools	%	# Schools	%
3.8	32	10.2	–	–	153	48.6	84	26.7	6	1.9
–	–	–	–	–	–	–	–	–	–	–
.3	12	3.8	–	–	–	–	–	–	–	–
–	2	.6	–	–	2	.6	–	–	–	–
–	4	1.3	–	–	119	37.8	2	.6	–	–
1.3	1	.3	–	–	31	9.8	57	18.1	–	–
.3	5	1.6	–	–	1	.3	23	7.3	2	.6
.6	3	1.0	–	–	–	–	2	.6	3	1.0
1.3	5	1.6	–	–	–	–	–	–	1	.3

the total of 430 organizations administering FY 69 projects.

mber 1968 - May 1969.

TABLE 15-L

NUMBER AND PERCENT OF FY 1965-1968 INSTITUTES AND EXPERIENCED TEACHER FELLOWSHIP PROGRAMS BY OVER
DEPARTMENT OF EDUCATION OF ADMINISTERING INSTIT

(All Ratings from 1967-68 Edition of Gourman R

Gourman Overall Institutional Rating	Total		Institute not Listed in Gourman		Gourman Ratin				
					None		X		D
	# Projects	%	# Projects	%	# Projects	%	# Projects	%	# Project
Total	2508	100.0	73	2.9	62	2.5	192	7.7	1
Institution Not Listed - Gourman	73	2.9	73	2.9	–	–	–	–	–
NR	72	2.9	–	–	1	–	71	2.8	–
200 - 299	30	1.2	–	–	–	–	2	.1	1
300 - 399	756	30.1	–	–	1	–	18	.7	–
400 - 499	988	39.4	–	–	14	.6	13	.5	–
500 - 599	383	15.3	–	–	6	.2	13	.5	–
600 - 699	123	4.9	–	–	5	.2	39	1.6	–
700 and above	83	3.3	–	–	35	1.4	36	1.4	–

Percentages may not add to totals because of rounding.

Project data from report prepared by the Measurement Research Center at Iowa City, Iowa, under a

TABLE 15-L

D TEACHER FELLOWSHIP PROGRAMS BY OVERALL GOURMAN INSTITUTIONAL RATING AND GOURMAN RATING OF T OF EDUCATION OF ADMINISTERING INSTITUTION

gs from 1967-68 Edition of Gourman Report)

		Gourman Rating of Department of Education									
		X		D		C		B		A	
s	%	# Projects	%	# Projects	%	# Projects	%	# Projects	%	# Projects	%
	2.5	192	7.7	1	-	1063	42.4	1031	41.1	86	3.4
	-	-	-	-	-	-	-	-	-	-	-
	-	71	2.8	-	-	-	-	-	-	-	-
	-	2	.1	1	-	27	1.1	-	-	-	-
	-	18	.7	-	-	722	28.8	15	.6	-	-
	.6	13	.5	-	-	291	11.6	670	26.7	-	-
	.2	13	.5	-	-	23	.9	304	12.1	37	1.5
	.2	39	1.6	-	-	-	-	42	1.7	37	1.5
	1.4	36	1.4	-	-	-	-	-	-	12	.5

ch Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 16-L

NUMBER PERCENT OF FY 1969 PART C AND D EPDA PROJECTS ADMINISTERED BY INSTITUTIONS OF HIGHER EDUCAT
RATING OF DEPARTMENT OF EDUCATION OF ADMINISTERING INST

(All Ratings from 1967-68 Edition of Gourman Re

Gourman Overall Institutional Ratings	Total		Institution Not Listed in Gourman		Gourman Rati				
					None		X		D
	# Projects	%	# Projects	%	# Projects	%	# Projects	%	# Projects
Total	604	100.0	37	6.1	17	2.8	59	9.8	–
Institution Not Listed in Gourman	37	6.1	37	6.1	–	–	–	–	–
NR	23	3.8	–	–	1	.2	22	3.6	–
200 - 299	6	1.0	–	–	–	–	4	.7	–
300 - 399	184	30.5	–	–	–	–	5	.8	–
400 - 499	214	35.4	–	–	4	.7	1	.2	–
500 - 599	82	13.6	–	–	1	.2	6	1.0	–
600 - 699	34	5.6	–	–	3	.5	8	1.3	–
700 - above	24	4.0	–	–	8	1.3	13	2.2	–

NOTE: The 604 projects administered by institutions of higher education are 81.6% of the total o

Percentages may not add to totals because of rounding.

Project data from Congressional Notifications of Award, November 1968 - May 1969.

TABLE 16-L

ERED BY INSTITUTIONS OF HIGHER EDUCATION BY OVERALL GOURMAN INSTITUTIONAL RATING AND GOURMAN
NT OF EDUCATION OF ADMINISTERING INSTITUTION

gs from 1967-68 Edition of Gourman Report)

	Gourman Rating of Department of Education									
	X		D		C		B		A	
ects %	# Projects	%	# Projects	%	# Projects	%	# Projects	%	# Projects	%
2.8	59	9.8	-	-	239	39.6	225	37.3	27	4.[illegible]
-	-	-	-	-	-	-	-	-	-	-
.2	22	3.6	-	-	-	-	-	-	-	-
-	4	.7	-	-	2	.3	-	-	-	-
-	5	.8	-	-	176	29.1	3	.5	-	-
.7	1	.2	-	-	56	9.3	153	25.3	-	-
.2	6	1.0	-	-	5	.8	62	10.3	8	1.[illegible]
.5	8	1.3	-	-	-	-	7	1.2	16	2.[illegible]
1.3	13	2.2	-	-	-	-	-	-	3	

er education are 81.6% of the total of 740 FY 69 projects.

mber 1968 - May 1969.

TABLE 17-L

FY 1969 PART C AND D EPDA PROJECTS ADMINISTERED BY COLLEGE AND UNIVERSITIES BY SUBJECT MATTE

(All Ratings from 1967-68 Edition of

Subject	Total		NR		200-299		300-39	
	#	%	#	%	#	%	#	%
Total	508	100.0	44	8.7	4	.8	159	31
Arts and Humanities	20	100.0	4	20.0	–	–	8	40
Bilingual Education	4	100.0	–	–	–	–	1	25
Civics	15	100.0	–	–	–	–	4	26
Counseling and Guidance	39	100.0	2	5.1	–	–	9	23
Disadvantaged Youth*	32	100.0	2	6.3	1	3.1	16	50
Early Childhood	15	100.0	4	26.7	–	–	5	33
Economics	9	100.0	–	–	–	–	1	11
Educational Media	13	100.0	1	7.7	–	–	3	23
Elementary Education	7	100.0	2	28.6	–	–	3	42
Elementary and Secondary Education	8	100.0	–	–	–	–	3	37
English	51	100.0	4	7.8	–	–	15	29
English for Speakers of Other Languages	18	100.0	6	33.3	–	–	7	38
Foreign Languages	37	100.0	–	–	–	–	11	29
Geography	15	100.0	–	–	–	–	7	46
Health and Physical Education	11	100.0	1	9.1	–	–	3	27
History	34	100.0	3	8.8	1	2.9	13	38
Industrial Arts	20	100.0	1	5.0	–	–	12	60
International Affairs	7	100.0	–	–	–	–	1	14
Mathematics	11	100.0	–	–	–	–	2	18
Reading	19	100.0	1	5.3	–	–	9	47
School Administration or Supervision	17	100.0	1	5.9	–	–	1	5
Science	3	100.0	–	–	–	–	1	33
Secondary Education	6	100.0	–	–	–	–	2	33
Social Studies	6	100.0	1	16.7	1	16.7	1	16
Special Education	20	100.0	4	20.0	1	5.0	6	30
Support Personnel	9	100.0	3	33.3	–	–	2	22
Trainers of Teachers and TTT*	44	100.0	3	6.8	–	–	8	18
Vocational Education	14	100.0	1	7.1	–	–	4	28
None of Above	4	100.0	–	–	–	–	1	25

*Projects whose titles mentioned Disadvantaged Youth or Trainers of Teachers recorded here rath
Disadvantaged. Percentages may not add to totals because of rounding. Project data from Cong

TABLE 17-L

NIVERSITIES BY SUBJECT MATTER AND OVERALL GOURMAN RATING OF ADMINISTERING INSTITUTION
ings from 1967-68 Edition of Gourman Report)

	200-299		300-399		400-499		500-599		600-699		700 and above	
%	#	%	#	%	#	%	#	%	#	%	#	%
8.7	4	.8	159	31.3	195	38.4	61	12.0	23	4.5	22	4.3
0.0	-	-	8	40.0	3	15.0	2	10.0	3	15.0	-	-
-	-	-	1	25.0	2	50.0	1	25.0	-	-	-	-
-	-	-	4	26.7	5	33.3	4	26.7	1	6.7	1	6.7
5.1	-	-	9	23.1	26	66.7	1	2.6	-	-	1	2.6
6.3	1	3.1	16	50.0	8	25.0	3	9.4	2	6.3	-	-
6.7	-	-	5	33.3	3	20.0	3	20.0	-	-	-	-
-	-	-	1	11.1	5	55.6	2	22.2	1	11.1	-	-
7.7	-	-	3	23.1	4	30.8	5	38.5	-	-	-	-
8.6	-	-	3	42.9	-	-	2	28.6	-	-	-	-
-	-	-	3	37.5	3	37.5	1	12.5	-	-	1	12.5
7.8	-	-	15	29.4	20	39.2	7	13.7	2	3.9	3	5.9
3.3	-	-	7	38.9	1	5.6	3	16.7	1	5.6	-	-
-	-	-	11	29.7	17	45.9	5	13.5	1	2.7	3	8.1
-	-	-	7	46.7	6	40.0	1	6.7	1	6.7	-	-
9.1	-	-	3	27.3	6	54.5	1	9.1	-	-	-	-
8.8	1	2.9	13	38.2	11	32.4	1	2.9	2	5.9	3	8.8
5.0	-	-	12	60.0	7	35.0	-	-	-	-	-	-
-	-	-	1	14.3	3	42.9	2	28.6	1	14.3	-	-
-	-	-	2	18.2	4	36.4	3	27.3	-	-	2	18.2
5.3	-	-	9	47.4	7	36.8	2	10.5	-	-	-	-
5.9	-	-	1	5.9	9	52.9	3	17.6	2	11.8	1	5.9
-	-	-	1	33.3	2	66.7	-	-	-	-	-	-
-	-	-	2	33.3	2	33.3	1	16.7	-	-	1	16.7
6.7	1	16.7	1	16.7	1	16.7	1	16.7	-	-	1	16.7
0.0	1	5.0	6	30.0	7	35.0	-	-	-	-	2	10.0
3.3	-	-	2	22.2	4	44.4	-	-	-	-	-	-
6.8	-	-	8	18.2	19	43.2	5	11.4	6	13.6	3	6.8
7.1	-	-	4	28.6	9	64.3	-	-	-	-	-	-
-	-	-	1	25.0	1	25.0	2	50.0	-	-	-	-

Teachers recorded here rather than in academic subject area. TT precedence over
ing. Project data from Congressional Notifications of Award dated 11/21/68.

TABLE 18-L

FY 1969 PART C AND D EPDA PROJECTS ADMINISTERED BY COLLEGES AND UNIVERSITIES
OF DEPARTMENT OF EDUCATION OF ADMINISTERING IN

(All Ratings from 1967-68 Edition of Gourman

Subject Matter	Total		X, No Dept., or
	#	%	#
Total	508	100.0	80
Arts and Humanities	20	100.0	4
Bilingual Education	4	100.0	-
Civics	15	100.0	2
Counseling and Guidance	39	100.0	3
Disadvantaged Youth*	32	100.0	3
Early Childhood	15	100.0	4
Economics	9	100.0	1
Educational Media	13	100.0	1
Elementary Education	7	100.0	3
Elementary and Secondary Education	8	100.0	1
English	51	100.0	6
English for Speakers of Other Languages	18	100.0	8
Foreign Languages	37	100.0	3
Geography	15	100.0	-
Health and Physical Education	11	100.0	1
History	34	100.0	8
Industrial Arts	20	100.0	1
International Affairs	7	100.0	1
Mathematics	11	100.0	1
Reading	19	100.0	2
School Administration and Supervision	17	100.0	3
Science	3	100.0	-
Secondary Education	6	100.0	1
Social Studies	6	100.0	4
Special Education	20	100.0	8
Support Personnel	9	100.0	4
Trainers of Teachers and TTT*	44	100.0	6
Vocational Education	14	100.0	1
None of Above	4	100.0	-

*Projects whose titles mentioned Disadvantaged Youth or Trainers of Teachers recorded here rat
Disadvantaged. Percentages may not add to totals because of rounding. Project data from Co

TABLE 18-L

ISTERED BY COLLEGES AND UNIVERSITIES BY SUBJECT MATTER AND GOURMAN RATING
MENT OF EDUCATION OF ADMINISTERING INSTITUTION

ings from 1967-68 Edition of Gourman Report)

Total		Gourman Rating of Department of Education							
		X, No Dept., or Not Listed		C		B		A	
#	%	#	%	#	%	#	%	#	%
508	100.0	80	15.7	205	40.4	198	39.0	25	4.9
20	100.0	4	20.0	8	40.0	6	30.0	2	10.0
4	100.0	–	–	2	50.0	2	50.0	–	–
15	100.0	2	13.3	6	40.0	5	33.3	2	13.3
39	100.0	3	7.7	17	43.6	19	48.7	–	–
32	100.0	3	9.4	20	62.5	9	28.1	–	–
15	100.0	4	26.7	5	33.3	5	33.3	1	6.7
9	100.0	1	11.1	1	11.1	6	66.7	1	11.1
13	100.0	1	7.7	4	30.8	8	61.5	–	–
7	100.0	3	42.9	2	28.6	2	28.6	–	–
8	100.0	1	12.5	3	37.5	4	50.0	–	–
51	100.0	6	11.8	24	47.1	19	37.3	2	3.9
18	100.0	8	44.4	8	44.4	–	–	2	11.1
37	100.0	3	8.1	17	45.9	13	35.1	4	10.8
15	100.0	–	–	7	46.7	7	46.7	1	6.7
11	100.0	1	9.1	3	27.3	7	63.6	–	–
34	100.0	8	23.5	15	44.1	9	26.5	2	5.9
20	100.0	1	5.0	13	65.0	6	30.0	–	–
7	100.0	1.	14.3	3	42.9	3	42.9	–	–
11	100.0	1	9.1	5	45.5	4	36.4	1	9.1
19	100.0	2	10.5	10	52.6	7	36.8	–	–
17	100.0	3	17.6	2	11.8	10	58.8	2	11.8
3	100.0	–	–	2	66.7	1	33.3	–	–
6	100.0	1	16.7	2	33.3	3	50.0	–	–
6	100.0	4	66.7	1	16.7	1	16.7	–	–
20	100.0	8	40.0	7	35.0	5	25.0	–	–
9	100.0	4	44.4	2	22.2	3	33.3	–	–
44	100.0	6	13.6	8	18.2	25	56.8	5	11.4
14	100.0	1	7.1	7	50.0	6	42.9	–	–
4	100.0	–	–	1	25.0	3	75.0	–	–

rainers of Teachers. recorded here rather than in academic subject area. TTT precedence over
e of rounding. Project data from Congressional Notifications of Award dated 11/21/68.

TABLE 19-L

FY 1969 PART C AND D EPDA COLLEGE AND UNIVERSITY ADMINISTERED PROJECTS
BY GOURMAN RATING OF APPROPRIATE ACADEMIC DEP

	Total Projects		X, No Dept., or not L	
	#	%	#	%
Total Projects in Academic Subject Matter Areas	158	100.0	20	12.7
Arts and Humanities	20	100.0	4	20.0
Economics	9	100.0	-	-
English	51	100.0	4	7.8
Geography	15	100.0	2	13.3
Health and Physical Education	11	100.0	2	18.2
History	34	100.0	3	8.8
International Affairs	7	100.0	5	71.4
Mathematics	11	100.0	-	-

Percentages may not add to 100% because of rounding.

All ratings from 1967-68 edition of The Gourman Report.

Project data from Congressional Notifications of Award dated 11/21/68.

TABLE 19-L

EGE AND UNIVERSITY ADMINISTERED PROJECTS IN ACADEMIC SUBJECT MATTER AREAS
OURMAN RATING OF APPROPRIATE ACADEMIC DEPARTMENT

Total Projects		Gourman Rating of Academic Department									
		X, No Dept., or not Listed		D		C		B		A	
#	%	#	%	#	%	#	%	#	%	#	%
158	100.0	20	12.7	2	1.3	78	49.4	45	28.5	13	8.
20	100.0	4	20.0	–	–	9	45.0	6	30.0	1	5.0
9	100.0	–	–	1	11.1	2	22.2	6	66.7	–	–
51	100.0	4	7.8	–	–	30	58.8	12	23.5	5	9.8
15	100.0	2	13.3	–	–	9	60.0	4	26.7	–	–
11	100.0	2	18.2	–	–	2	18.2	7	63.6	–	
34	100.0	3	8.8	1	2.9	23	67.6	3	8.8	4	11.
7	100.0	5	71.4	–	–	1	14.3	–	–	1	14.
11	100.0	–	–	–	–	2	18.2	7	63.6	2	18.

dated 11/21/68.

TABLE 20

NUMBER AND PERCENT OF ALL INSTITUTIONS SUBMITTING PROPOSALS FOR FY 1967 NDEA TITLE XI INSTITUTE PROJECTS AND NUMBER AND PERCENT OF INSTITUTIONS SUBMITTING APPROVED PROPOSALS AND REJECTED PROPOSALS FOR SAME BY OVERALL GOURMAN INSTITUTIONAL RATING AND GOURMAN RATING OF DEPARTMENT OF EDUCATION

Overall Gourman Rating	All Schools Rated by Gourman #	All Schools Rated by Gourman %	All Schools Submitting Proposals #	All Schools Submitting Proposals %	Schools Submitting Approved Proposals #	Schools Submitting Approved Proposals %	Schools Submitting Rejected Proposals #	Schools Submitting Rejected Proposals %
700 and above	11	.9%	9	1.9%	9	3.2%	4	1.0%
600 - 699	22	1.9%	13	2.7%	9	3.2%	9	2.2%
500 - 599	55	4.6%	32	6.6%	29	10.4%	23	5.6%
400 - 499	195	16.4%	135	28.0%	98	35.0%	114	27.7%
300 - 399	764	64.4%	250	51.8%	112	40.0%	224	54.5%
200 - 299	70	5.9%	14	2.9%	6	2.2%	12	2.9%
Not Rated	70	5.9%	30	6.2%	17	6.1%	25	6.1%
Total	1187	100.0%	483	100.0%	280	100.0%	411	100.0%
Gourman Rating of School of Education								
A	6	.5%	7	1.4%	6	2.2%	5	1.2%
B	117	9.9%	101	20.9%	82	29.3%	81	19.7%
C	852	71.8%	308	63.8%	149	53.2%	276	67.2%
D	9	.8%	2	.4%	1	.4%	1	.2%
Not Rated	203	17.1%	65	13.5%	42	15.0%	48	11.7%
Total	1187	100.0%	483	100.0%	280	100.0%	411	100.0%

Percentages may not add to totals because of rounding.
All ratings from 1967-68 edition of The Gourman Report.
Proposal data from report prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 21

NUMBER AND PERCENT OF TOTAL PROPOSALS, APPROVED PROPOSALS, AND REJECTED PROPOSALS FOR FY 1967 NDEA TITLE XI INSTITUTE PROJECTS BY OVERALL GOURMAN INSTITUTIONAL RATING AND GOURMAN RATING OF DEPARTMENT OF EDUCATION OF INSTITUTION SUBMITTING PROPOSAL

Overall Gourman Rating	All Schools Rated by Gourman		Total Proposals		Approved Proposals		Rejected Proposals	
	#	%	#	%	#	%	#	%
700 and above	11	.9%	25	1.7%	18	3.5%	7	.8%
600 - 699	22	1.9%	45	3.1%	23	4.4%	22	2.4%
500 - 599	55	4.6%	131	9.2%	68	13.2%	63	6.9%
400 - 499	195	16.4%	475	33.2%	198	38.3%	277	30.3%
300 - 399	764	64.4%	656	45.9%	171	33.1%	485	53.1%
200 - 299	70	5.9%	24	1.7%	8	1.5%	16	1.8%
Not Rated	70	5.9%	74	5.2%	31	6.0%	43	4.7%
Total	1187	100.0%	1430	100.0%	517	100.0%	913	100.0%
Gourman Rating of School of Education								
A	6	.5%	30	2.1%	20	3.9%	10	1.1%
B	117	9.9%	402	28.1%	189	36.6%	213	23.3%
C	852	71.8%	845	59.1%	240	46.4%	605	66.3%
D	9	.8%	2	.1%	1	.2%	1	.1%
Not Rated	203	17.1%	151	10.6%	67	13.0%	84	9.2%
Total	1187	100.0%	1430	100.0%	517	100.0%	913	100.0%

Percentages may not add to totals because of rounding.
All ratings from 1967-68 edition of The Gourman Report.
Proposal data from report prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

[illegible]	[illegible]	[illegible]	[illegible]
[illegible] of Technology	96,047	2.90	95,487
University of Michigan	64,758	1.96	56,344
University of Illinois	63,660	1.92	52,446
4. Columbia University*	55,908	1.69	52,113
5. University of California-Berkeley	52,757	1.59	48,889
6. University of Wisconsin-Madison	52,444	1.58	48,290
7. Harvard University	51,961	1.57	48,861
8. University of California - Los Angeles	51,175	1.55	45,398
9. University of Minnesota	49,459	1.49	42,125
10. Stanford University	48,709	1.47	45,856
11. New York University	44,449	1.34	39,363
12. University of Chicago	43,616	1.32	38,583
13. University of Washington	43,411	1.31	38,731
14. Cornell University	39,468	1.19	37,741
15. University of Maryland	37,521	1.13	27,138
16. Johns Hopkins University	37,139	1.12	34,968
17. University of Pennsylvania	36,419	1.10	33,770
18. Indiana University	33,035	1.00	22,361
19. Yale University	32,824	.99	30,926
20. University of Alabama	31,865	.96	17,786

*Main university only.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		
947	2.90	95,487	4.11	560	.06	–	–
758	1.96	56,344	2.42	8,414	.85	169	.35
660	1.92	52,446	2.26	11,214	1.14	376	.77
908	1.69	52,113	2.24	3,795	.38	110	.23
757	1.59	48,889	2.10	3,868	.39	263	.54
444	1.58	48,290	2.08	4,154	.42	–	–
961	1.57	48,861	2.10	3,100	.31	–	–
175	1.55	45,398	1.95	5,777	.59	90	.18
459	1.49	42,125	1.81	7,334	.74	243	.50
709	1.47	45,856	1.97	2,853	.29	212	.43
449	1.34	39,363	1.69	5,086	.52	453	.93
[illegible]	1.32	39,583	1.70	4,033	.41	82	.17
411	1.31	38,731	1.67	4,680	.47	447	.91
468	1.19	37,741	1.62	1,727	.17	–	–
521	1.13	27,138	1.17	10,383	1.05	90	.18
139	1.12	34,968	1.50	2,171	.22	–	–
419	1.10	33,770	1.45	2,649	.27	41	.08
035	1.00	22,361	.96	10,674	1.08	566	1.16
824	.99	30,926	1.33	1,898	.19	–	–
865	.96	17,786	.77	14,079	1.43	210	.43

CONTINUED:

TABLE 22-L

FEDERAL OBLIGATIONS TO THE 100 UNIVERSITIES AND COLLEGES RECEIVING
INSTITUTE AND TEACHER FELLOWSHIP OBLIGATIONS TO THESE 100

Institution (in order of total Federal obligations)	Total Obligations		Academic	
	Amount	Percent of U.S. Total	Amount	Pe U.
21. Ohio State University	$ 31,198	.94	$ 23,602	
22. Duke University	30,591	.92	27,594	
23. Wayne State University	29,340	.89	15,559	
24. University of North Carolina-Chapel Hill	28,400	.86	23,972	
25. University of Arizona	28,288	.85	10,286	
26. University of Texas-Austin	27,657	.84	23,029	
27. University of Colorado	27,554	.83	24,412	
28. Purdue University	27,170	.82	22,379	
29. Washington University	25,415	.77	23,288	
30. Pennsylvania State University	25,089	.76	18,331	
31. Michigan State University	24,358	.74	19,143	
32. University of Pittsburgh	24,330	.73	21,006	
33. Yeshiva University	23,884	.72	22,030	
34. University of Southern California	23,703	.72	17,809	
35. University of Florida	23,346	.71	15,832	
36. University of Rochester	22,977	.69	21,420	
37. Western Reserve University	22,565	.68	16,486	
38. Princeton University	21,920	.66	20,531	
39. Howard University	21,873	.66	3,148	
40. University of Oregon	21,831	.66	14,487	

TABLE 22-L

0 UNIVERSITIES AND COLLEGES RECEIVING THE LARGEST AMOUNTS, FY 1967;
FELLOWSHIP OBLIGATIONS TO THESE 100 INSTITUTIONS, FY 1967

otal Obligations		Academic Science		Nonscience Activities		Institutes and Fellowships	
mount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total
1,198	.94	$ 23,602	1.02	$ 7,596	.77	$370	.76
0,591	.92	27,594	1.19	2,997	.30	41	.08
9,340	.89	15,559	.67	13,781	1.40	132	.27
8,400	.86	23,972	1.03	4,428	.45	243	.50
8,288	.85	10,286	.44	18,002	1.82	267	.55
7,657	.84	23,029	.99	4,628	.47	137	.28
7,554	.83	24,412	1.05	3,142	.32	78	.16
7,170	.82	22,379	.96	4,791	.49	424	.87
5,415	.77	23,288	1.00	2,127	.22	43	.09
5,089	.76	18,331	79	6,758	.68	92	.11
4,358	.74	19,143	.82	5,215	.53	509	1.04
4,330	.73	21,006	.90	3,324	.34	417	.85
3,884	.72	22,030	.95	1,854	.19	65	.13
3,703	.72	17,809	.77	5,894	.60	570	1.17
3,346	.71	15,832	.68	7,514	.76	393	.80
2,977	.69	21,420	.92	1,557	.16	353	.72
2,565	.68	16,486	.71	6,079	.62	117	.24
1,920	.66	20,531	.88	1,389	.14	268	.55
1,873	.66	3,148	.14	18,725	1.90	–	–
1,831	.66	14,487	.62	7,344	.74	436	.89

CONTINUED:

TABLE 22-L

FEDERAL OBLIGATIONS TO THE 100 UNIVERSITIES AND COLLEGES RECEIVING
INSTITUTE AND TEACHER FELLOWSHIP OBLIGATIONS TO THESE 100

Institution (in order of total Federal obligations)	Total Obligations		Academic Sc	
	Amount	Percent of U.S. Total	Amount	Per U.S
41. University of Miami	$21,576	.65	$16,410	
42. University of Tennessee	21,011	.63	16,470	
43. University of Connecticut	20,681	.62	6,737	
44. Northwestern University	19,649	.59	17,233	
45. University of Utah	19,401	.59	15,869	
46. University of California-San Francisco	19,198	.58	18,255	
47. University of Iowa	19,148	.58	15,587	
48. University of Kansas	19,068	.58	15,444	
49. Rutgers State University	19,001	.57	13,080	
50. University of Missouri-Columbia	18,979	.57	15,181	
51. Boston University	18,651	.56	12,983	
52. University of California-San Diego	18,554	.56	17,567	
53. California Institute of Technology	17,682	.53	16,911	
54. University of Hawaii	16,711	.50	13,210	
55. Vanderbilt University	16,585	.50	15,490	

TABLE 22-L

00 UNIVERSITIES AND COLLEGES RECEIVING THE LARGEST AMOUNTS, FY 1967;
R FELLOWSHIP OBLIGATIONS TO THESE 100 INSTITUTIONS, FY 1967

otal Obligations		Academic Science		Nonscience Activities		Institutes and Fellowships	
mount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total
21,576	.65	$16,410	.71	$5,166	.52	$ 214	.44
21,011	.63	16,470	.71	4,541	.46	136	.28
20,681	.62	6,737	.29	13,944	1.41	192	.39
19,649	.59	17,233	.74	2,416	.24	94	.19
19,401	.59	15,869	.68	3,532	.36	143	.29
19,198	.58	18,255	.79	943	.10	–	–
19,148	.58	15,587	.67	3,561	.36	174	.36
19,068	.58	15,444	.66	3,624	.37	117	.24
19,001	.57	13,080	.56	5,921	.60	262	.54
18,979	.57	15,181	.65	3,798	.38	345	.71
18,651	.56	12,983	.56	5,668	.57	151	.31
18,554	.56	17,567	.76	987	.10	–	–
17,682	.53	16,911	.73	771	.08	–	–
16,711	.50	13,210	.57	3,501	.35	329	.67
16,585	.50	15,490	.67	1,095	.11	–	–

TABLE 22-L

FEDERAL OBLIGATIONS TO THE 100 UNIVERSITIES AND COLLEGES RECEIVING
INSTITUTE AND TEACHER FELLOWSHIP OBLIGATIONS TO THESE 100

Institution (in order of total Federal obligations)	Total Obligations		Academic	
	Amount	Percent of U.S. Total	Amount	Per U.S
56. University of Kentucky	$16,427	.50	$12,140	
57. University of Georgia	16,228	.49	11,973	
58. Tulane University	15,615	.47	13,942	
59. Emory University	15,474	.47	9,441	
60. Baylor University	15,028	.45	13,997	
61. University of Louisville	14,993	.45	4,603	
62. Wake Forest University	14,515	.44	4,683	
63. University of California-Davis	14,498	.44	12,635	
64. University of Virginia	14,244	.43	10,795	
65. Texas A&M University	14,126	.43	13,239	
66. University of Oklahoma	14,108	.43	8,762	
67. Syracuse University	13,940	.42	10,564	
68. North Carolina State University-Raleigh	13,543	.41	11,892	
69. Carnegie Institute of Technology	12,673	.38	11,557	
70. Oregon State University	12,648	.38	10,025	
71. University of Puerto Rico-Rio Piedras	12,248	.37	8,647	
72. State University at Buffalo	12,127	.37	10,460	
73. Iowa State University	12,070	.36	10,407	
74. University of Nebraska	12,053	.36	9,439	
75. West Virginia University	11,794	.36	8,655	

TABLE 22-L

IVERSITIES AND COLLEGES RECEIVING THE LARGEST AMOUNTS, FY 1967;
LOWSHIP OBLIGATIONS TO THESE 100 INSTITUTIONS, FY 1967

l Obligations		Academic Science		Nonscience Activities		Institutes and Fellowships	
nt	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total
27	.50	$12,140	.52	$4,287	.43	$ 122	.25
28	.49	11,973	.52	4,255	.43	528	1.08
15	.47	13,942	.60	1,673	.17	–	–
74	.47	9,441	.41	6,033	.61	99	.20
28	.45	13,997	.60	1,031	.10	–	–
93	.45	4,603	.20	10,390	1.05	–	–
15	.44	4,683	.20	9,832	1.00	–	–
98	.44	12,635	.54	1,863	.19	55	.11
44	.43	10,795	.46	3,449	.35	99	.20
26	.43	13,239	.57	887	.09	185	.38
08	.43	8,762	.38	5,346	.54	150	.31
40	.42	10,564	.45	3,376	.34	166	.34
43	.41	11,892	.51	1,651	.17	39	.08
73	.38	11,557	.50	1,116	.11	167	.34
48	.38	10,025	.43	2,623	.27	179	.37
48	.37	8,647	.37	3,601	.36	174	.36
27	.37	10,460	.45	1,667	.17	57	.12
70	.36	10,407	.45	1,663	.17	–	–
53	.36	9,439	.41	2,614	.26	406	.83
94	.36	8,655	.37	3,139	.32	162	.33

TABLE 22-L

FEDERAL OBLIGATIONS TO THE 100 UNIVERSITIES AND COLLEGES RECEIVING TI
INSTITUTE AND TEACHER FELLOWSHIP OBLIGATIONS TO THESE 100 INS

Institution (in order of total Federal obligations)	Total Obligations		Academic Sci	
	Amount	Percent of U.S. Total	Amount	Percen U.S. T
76. Florida State University	$11,771	.36	$8,055	
77. University of Notre Dame	11,633	.35	10,607	
78. Colorado State University	11,448	.35	9,276	
79. University of Arkansas	11,224	.34	9,129	
80. University of Cincinnati	10,859	.33	8,782	
81. Hahnemann Medical College and Hospital	10,828	.33	3,852	
82. Temple University	10,825	.33	8,867	
83. Oklahoma State University	10,754	.32	8,167	
84. George Washington University	10,310	.31	8,816	
85. Medical College of South Carolina	10,222	.31	1,666	
86. Washington State University	9,794	.30	7,218	
87. Brown University	9,558	.29	8,590	
88. Georgetown University	9,521	.29	7,507	
89. Tufts University	9,329	.28	7,662	
90. Rice University	8,777	.27	8,065	

TABLE 22-L

NIVERSITIES AND COLLEGES RECEIVING THE LARGEST AMOUNTS, FY 1967;
ELLOWSHIP OBLIGATIONS TO THESE 100 INSTITUTIONS, FY 1967

al Obligations		Academic Science		Nonscience Activities		Institutes and Fellowships	
nt	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent o
771	.36	$8,055	.35	$3,716	.38	$ 218	[illegible]
33	.35	10,607	.46	1,026	.10	118	[illegible]
48	.35	9,276	.40	2,172	.22	31	.06
24	.34	9,129	.39	2,095	.21	84	.17
859	.33	8,782	.38	2,077	.21	-	-
28	.33	3,852	.17	6,976	.71	-	[illegible]
825	.33	8,867	.38	1,958	.20	75	.35
754	.32	8,167	.35	2,587	.26	135	.28
10	.31	8,816	.38	1,494	.15	61	[illegible]
22	.31	1,666	.07	8,556	.87	-	-
794	.30	7,218	.31	2,576	.26	441	[illegible]
58	.29	8,590	.37	968	.10	38	[illegible]
21	.29	7,507	.32	2,014	.20	97	[illegible]
29	.28	7,662	.33	1,667	.17	142	[illegible]
777	.27	8,065	.35	712	.07	--	[illegible]

TABLE 22-L

FEDERAL OBLIGATIONS TO THE 100 UNIVERSITIES AND COLLEGES RECEIVING TH
INSTITUTE AND TEACHER FELLOWSHIP OBLIGATIONS TO THESE 100 INS

Institution (in order of total Federal obligations	Total Obligations		Academic Sci	
	Amount	Percent of U.S. Total	Amount	Percen U.S. T
91. Kansas State University	$8,478	.26	$6,603	
92. University of New Mexico	8,372	.25	6,334	
93. Auburn University	8,364	.25	7,298	
94. Rensselaer Polytechnic Institute	8,261	.25	7,077	
95. Medical College of Virginia	7,956	.24	4,444	
96. Mississippi State University	7,706	.23	6,307	
97. University of Puerto Rico-San Juan	7,529	.23	2,264	
98. University of California-Irvine	7,489	.23	4,284	
99. St. Louis University	7,482	.23	5,543	
100. University of California-Santa Barbara	7,464	.23	5,009	

Data on total, academic science, and nonscience activities obligations from National Science Fou
Fiscal Year 1967.

Data on institute and teacher fellowship obligations from report prepared by the Measurement Res
with U.S.O.E.

TABLE 22-L

ERSITIES AND COLLEGES RECEIVING THE LARGEST AMOUNTS, FY 1967;
OWSHIP OBLIGATIONS TO THESE 100 INSTITUTIONS, FY 1967

Obligations	Academic Science		Nonscience Activities		Institutes and Fellowships	
Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total	Amount	Percent of U.S. Total
.26	$6,603	.28	$1,875	.19	$343	.70
.25	6,334	.27	2,038	.21	39	[illegible]
.25	7,298	.31	1,066	.11	--	--
.25	7,077	.30	1,184	.12	--	--
.24	4,444	.19	3,512	.36	--	--
.23	6,307	.27	1,399	.14	44	[illegible]
.23	2,264	.10	5,265	.53	--	--
.23	4,284	.18	3,205	.32	--	--
.23	5,543	.24	1,939	.20	--	--
.23	5,009	.22	2,455	.25	75	[illegible]

bligations from National Science Foundation's Federal Support to Colleges and Universities,

port prepared by the Measurement Research Center at Iowa City, Iowa, under a contract

TABLE 23

NUMBER AND PERCENT OF EPDA (AND PREDECESSOR) PROJECTS AWARDED BY STATE, FY 1965-1969, AND NUMBER AND PERCENT OF PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY TEACHERS BY STATE, FALL 1968

	Number EPDA (and Predecessor) Projects Awarded								Public and Non-Public El. & Sec. Teachers Fall 1968	
	FY 65	FY 66	FY 67	FY 68	FY 65-68 - - Total		FY 69			
	#	#	#	#	#	%	#	%	#	%
Totals	552	681	653	622	2,508	100.0	740	100.0	2,180	100.0
Alabama	5	9	6	6	26	1.0	13	1.8	34	1.6
Alaska	2	4	3	1	10	.4	4	.5	3	.1
Arizona	7	11	10	12	40	1.6	14	1.9	18	.8
Arkansas	3	7	7	5	22	.9	11	1.5	20	.9
California	43	57	54	57	211	8.4	88	11.9	195	8.9
Colorado	12	13	8	22	55	2.2	25	3.4	26	1.2
Connecticut	8	6	8	9	31	1.2	8	1.1	36	1.7
Delaware	1	1	1	1	4	.2	1	.1	6	.3
District of Columbia	10	7	6	6	29	1.2	8	1.1	8	.4
Florida	14	18	18	18	68	2.7	26	3.5	59	2.7
Georgia	13	14	18	20	65	2.6	14	1.9	44	2.0
Hawaii	4	9	7	5	25	1.0	3	.4	8	.4
Idaho	2	3	2	1	8	.3	2	.3	8	1.4
Illinois	24	35	34	31	124	4.9	33	4.5	120	5.5
Indiana	23	37	32	22	114	4.5	20	2.7	55	2.5
Iowa	6	11	7	9	33	1.3	7	.9	36	1.7
Kansas	13	18	18	15	64	2.6	8	1.1	28	1.3
Kentucky	10	9	7	10	36	1.4	12	1.6	33	1.5
Louisiana	7	11	10	10	38	1.5	12	1.6	41	1.9
Maine	4	4	4	6	18	.7	4	.5	13	.6
Maryland	10	7	6	6	29	1.2	12	1.6	43	2.0
Massachusetts	17	20	19	24	80	3.2	29	3.9	59	2.7
Michigan	20	27	29	32	108	4.3	30	4.1	96	4.4

CONTINUED:

TABLE 23

NUMBER AND PERCENT OF EPDA (AND PREDECESSOR) PROJECTS AWARDED BY STATE, FY 1965-1969; AND NUMBER AND PERCENT OF PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY TEACHERS BY STATE, FALL 1968

	Number EPDA (and Predecessor) Projects Awarded								Public and Non-Public El. & Sec. Teachers	
	FY 65	FY 66	FY 67	FY 68	FY 65-68 — Total		FY 69		Fall 1968	
	#	#	#	#	#	%	#	%	#	%
Minnesota	13	20	17	11	61	2.4	12	1.6	46	2.1
Mississippi	5	9	8	6	28	1.1	5	.7	23	1.1
Missouri	7	11	8	10	36	1.4	11	1.5	48	2.2
Montana	3	8	6	3	20	.8	6	.8	9	.4
Nebraska	7	7	9	9	32	1.3	6	.8	19	.9
Nevada	2	1	1	1	5	.2	1	.1	5	.2
New Hampshire	6	6	6	4	22	.9	6	.8	8	.4
New Jersey	10	12	12	8	42	1.7	13	1.8	76	3.5
New Mexico	2	6	4	3	15	.6	5	.7	13	.6
New York	46	55	59	56	216	8.6	62	8.4	201	9.2
North Carolina	11	10	18	12	51	2.0	19	2.6	50	2.3
North Dakota	2	5	3	4	14	.6	1	.1	9	.4
Ohio	22	19	28	22	91	3.6	27	3.6	108	5.0
Oklahoma	10	8	7	4	29	1.2	6	.8	27	1.2
Oregon	14	23	20	19	76	3.0	20	2.7	25	1.1
Pennsylvania	19	21	22	20	82	3.3	24	3.2	120	5.5
Rhode Island	4	4	5	4	17	.7	2	.3	10	.5
South Carolina	8	14	5	6	33	1.3	6	.8	27	1.2
South Dakota	3	3	3	4	13	.5	4	.5	11	.5
Tennessee	13	13	11	15	52	2.1	12	1.6	35	1.6
Texas	31	28	24	15	98	3.9	26	3.5	118	5.4
Utah	4	5	5	5	19	.8	8	1.1	12	.6
Vermont	3	2	1	3	9	.4	4	.5	6	.3
Virginia	12	13	12	10	47	1.9	8	1.1	47	2.2
Washington	9	14	20	14	57	2.3	24	3.2	34	1.6

CONTINUED:

TABLE 23

NUMBER AND PERCENT OF EPDA (AND PREDECESSOR) PROJECTS AWARDED BY STATE, FY 1965-1969; AND NUMBER AND PERCENT OF PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY TEACHERS BY STATE, FALL 1968

	Number EPDA (and Predecessor) Projects Awarded								Public and Non-Public El. & Sec. Teachers	
	FY 65	FY 66	FY 67	FY 68	FY 65-68 -- Total		FY 69		Fall 1968	
	#	#	#	#	#	%	#	%	#	%
West Virginia	2	5	3	4	14	.6	87	1.1	17	.8
Wisconsin	14	18	16	16	64	2.6	20	2.7	54	2.5
Wyoming	4	1	1	1	7	.3	5	.7	5	.2
Canal Zone	-	-	-	-	-	-	-	-	1	-
Guam	1	0	0	1	2	.1	1	.1	1	-
Puerto Rico	5	2	3	3	13	.5	4	.5	25	1.1
Virgin Islands	2	0	2	1	5	.2	0	-	1	-

Percentages may not add to totals because of rounding. Teacher data from Digest of Educational Statistics 1968.

FY 1965-68 project data from report prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E. FY 1969 project data from Congressional Notifications of Award November 1968 - May 1969.

TABLE 24

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY SEX; PERCENT OF PUBLIC SCHOOL TEACHERS IN U.S. BY SEX 1965-66

	Participants Number	FY 67 %	Unsuccessful Applicants Number	FY 67 %	% of U. S. Teachers 65-66
Total	21,718 1/	100.0	71,717 2/	100.0	100.0
Male	11,938	55.0	39,472	55.0	31.1
Female	9,780	45.0	32,245	45.0	68.9

1/ 99.0% of participants

2/ 98.7% of unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Percentages for U.S. public school teachers from U.S.O.E.'s Digest of Educational Statistics 1967.

TABLE 25

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY AGE

(Average age for all U.S. public school teachers 1965-66 was 38.7)

Age	Participants Number	FY 67 %	Unsuccessful Applicants Number	FY 67 %
Total	21,438[1]	100.0	70,476[2]	100.0
Under 25	2,039	9.5	6,379	9.1
25 - 29	4,468	20.8	13,440	19.1
30 - 34	4,150	19.4	12,752	18.1
35 - 39	3,844	17.9	11,620	16.5
40 - 44	2,842	13.3	9,478	13.4
45 - 49	2,020	9.4	7,116	10.1
50 - 54	1,264	5.9	5,038	7.1
55 - 59	642	3.0	3,435	4.9
60 & over	169	.8	1,218	1.7
(Average (est.))		(35.9 years)		(37.1 years)

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[1] 97.7% of all participants

[2] 97.0% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Average for all public school teachers in U.S. from U.S. OE's Digest of Educational Statistics 1967.

TABLE 26

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY HIGHEST DEGREE EARNED; PERCENT OF ALL PUBLIC ELEMENTARY AND SECONDARY TEACHERS IN UNITED STATES BY HIGHEST DEGREE EARNED, 1965-66

Highest Degree Earned	Participants Number	FY 67 %	Unsuccessful Applicants	FY 67 %	% U.S. Teachers 65-66
Total	21,846 [1]	100.0	72,324 [2]	100.0	100.0
None	303	1.4	836	1.2	7.0
Bachelor's	12,215	55.9	43,297	59.9	69.6
Masters	8,495	38.9	26,128	36.1	21.9
Professional Diploma	481	2.2	1,775	2.4	1.3
Doctor's	341	1.6	288	.4	.1

1/ 99.6% of all participants

2/ 99.6% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Percentages for U.S. public school teachers from U.S.O.E.'s Digest of Educational Statistics 1967.

TABLE 27

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS WHO ATTENDED ONE OR MORE PREVIOUS INSTITUTES OR FELLOWSHIP PROGRAMS

	Participants Number	FY 67 %	Unsuccessful Applicants Number	FY 67 %
Total	21,459 1/	100.0	70,790 2/	100.0
Yes	3,461	16.1	12,034	17.0
No	17,998	83.9	58,756	83.0

1/ 97.8% of all participants

2/ 97.4% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

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TABLE 28

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY WHETHER OR NOT UNDERGRADUATE AND GRADUATE MAJORS WERE IN SAME ACADEMIC FIELD AS INSTITUTE OR PROGRAM

Major	Participants Number	FY 67 %	Unsuccessful Applicants	FY 67 %
Undergraduate				
Total	21,015 1/	100.0	68,997 2/	100.0
Yes	7,932	37.7	22,267	32.3
No	13,083	62.3	46,730	67.7
Graduate				
Total	16,285 3/	100.0	51,202 4/	100.0
Yes	4,437	27.2	11,221	21.9
No	11,848	72.8	39,981	78.1

1/ 95.8% of all participants

2/ 95.0% of all unsuccessful applicants

3/ 74.2% of all participants

4/ 70.5% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

TABLE 29

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY TOTAL YEARS OF TEACHING OR RELATED EMPLOYMENT AND BY YEARS IN SUBJECT FIELD OF INSTITUTE OR PROGRAM

(All public school teachers in U.S. in 1965-66 had average of 11.8 years teaching experience.)

	Participants Number	FY 67 %	Unsuccessful Applicants Number	FY 67 %
Total Years				
Total	21,519 1/	100.0	71,229 2/	100.0
None	140	.7	286	.4
1-4	5,706	26.5	17,906	25.1
5-9	6,606	30.7	20,486	28.8
10-14	4,065	18.9	13,075	18.4
15-19	2,664	12.4	9,131	12.8
20 or more	2,338	10.9	10,345	14.5
(Average (est.))		(9.3 years)		(10.5 years)
Years in Field of Institute of Program				
Total	19,840 3/	100.0	64,194 4/	100.0
None	1,679	8.5	5,750	9.0
1-4	8,246	41.6	25,210	39.3
5-9	5,487	27.7	16,953	26.4
10-14	2,382	12.0	8,079	12.6
15-19	1,194	6.0	4,299	6.7
20 or more	852	4.3	3,903	6.1
(Average (est.))		(6.3 years)		(6.8 years)

1/ 98.1% of all participants
2/ 98.0% of all unsuccessful applicants
3/ 90.5% of all participants
4/ 88.4% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Average for all public school teachers from U.S.O.E.'s Digest of Educational Statistics 1967.

TABLE 30

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY PERCENT OF TIME SPENT IN PRESENT ASSIGNMENT AS A TEACHER AND/OR SPECIALIST IN THE SUBJECT FIELD OF THE INSTITUTE OR PROGRAM

	Participants		Unsuccessful Applicants	
	#	%	#	%
Total	19,763[1/]	100.0	62,632[2/]	100.0
0%	3,510	17.7	11,821	18.9
1-9%	132	.7	664	1.1
10-19%	727	3.7	3,394	5.4
20-29%	1,345	6.8	5,901	9.4
30-39%	643	3.3	2,513	4.0
40-49%	695	3.5	2,788	4.4
50-59%	1,420	7.2	4,652	7.4
60-69%	1,039	5.3	2,975	4.7
70-79%	688	3.5	2,078	3.3
80-89%	1,187	6.0	3,328	5.3
90-100%	8,377	42.4	22,518	36.0
(Average (est.))		(60.4%)		(55.0%)

1/ 90.1% of all participants

2/ 86.2% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

TABLE 31

NUMBER AND PERCENT OF PARTICIPANTS IN+UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY PRESENT EMPLOYMENT AND CONTROL OF SCHOOL, SYSTEM, OR COLLEGE WHERE EMPLOYED

	Participants		Unsuccessful Applicants	
	#	%	#	%
Present Employment				
Total	21,558 1/	100.0	71,390 2/	100.0
In a Single School (Sec., elem., or pre-school)	18,263	84.7	65,003	91.1
In a Number of Schools or at System Level	1,876	8.7	4,298	6.0
Employed by an Institution of Higher Education	1,005	4.7	1,268	1.8
Full-Time College Student	318	1.5	624	.9
Not Employed at (or attending) a School or College	96	.4	197	.3
Type of School, System, or College Where Employed				
Total	21,241 3/	100.0	70,707 4/	100.0
Public	19,061	89.7	61,654	87.2
Private, Church Related	1,826	8.6	8,202	11.6
Private, Not Church Related	354	1.7	851	1.2

1/ 98.3% of all participants
2/ 98.3% of all unsuccessful applicants
3/ 96.8% of all participants
4/ 97.3% of all unsuccessful applicants

(In Fall 1967 88.4% of all elementary and secondary teachers were employed in public schools, 11.6% in non-public.)

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Percentages for all elementary and secondary teachers from U.S.O.E.'s Digest of Educational Statistics 1967.

TABLE 32

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY LEVEL OF SCHOOL OR SYSTEM OF LOCATION OF SCHOOL OR SYSTEM

	Participants		Unsuccessful Applicants	
	#	%	#	%
Level of School or System				
Total	20,308 1/	100.0	69,847 2/	100.0
Pre-School	132	.6	158	.2
Pre-School and Elementary	100	.5	206	.3
Elementary	5,634	27.7	22,334	32.0
Junior High	3,114	15.3	11,795	16.9
Senior High	6,095	30.0	16,841	24.1
Junior/Senior High	2,535	12.5	8,503	12.2
Elementary/Secondary	2,698	13.3	10,010	14.3
Location of School or System				
Total	20,065 3/	100.0	68,156 4/	100.0
In City of 250,000 or more Population	4,016	20.0	12,772	18.7
In Suburb of Such a City	2,036	10.1	6,033	8.9
In City of 50,000 to 250,000 Population	3,110	15.5	9,374	13.8
In Suburb of Such a City	646	3.2	2,091	3.1
In City or Town of 2,500 to 50,000 Population	6,509	32.4	22,284	32.7
In Suburb of Such a City or Town	395	2.0	1,623	2.4
In City or Town of Less Than 2,500 or in Rural Area	3,353	16.7	13,979	20.5

1/ 92.6% of all participants
2/ 96.1% of all unsuccessful applicants
3/ 91.5% of all participants
4/ 93.8% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

TABLE 33

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY ENROLLMENT OF SCHOOL IN WHICH EMPLOYED

(Applies only to participants employed in single school)

	Participants		Unsuccessful Applicants	
	#	%	#	%
Total	18,491 [1/]	100.0	62,802 [2/]	100.0
1 - 199	1,019	5.5	4,770	7.6
200 - 399	2,187	11.8	9,038	14.4
400 - 599	2,693	14.6	10,491	16.7
600 - 799	2,595	14.0	9,503	15.1
800 - 999	2,048	11.1	7,157	11.4
1000 - 1199	1,660	9.0	5,043	8.0
1200 - 1399	1,411	7.6	4,266	6.8
1400 - 1599	1,026	5.5	3,118	5.0
1600 - 1799	715	3.9	1,978	3.1
1800 - 1999	673	3.6	1,741	2.8
2000 and over	2,464	13.3	5,702	9.1

[1/] 84.3% of all participants

[2/] 86.4% of all unsuccessful applicants

Data from statistical reports preparedly the Measurement Research Center, Iowa City, Iowa, under a contract with the U.S. Office of Education.

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TABLE 34

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY PERCENT OF NON-WHITES IN STUDENT BODY OF SCHOOL WHERE EMPLOYED

	Participants		Unsuccessful Applicants	
	#	%	#	%
Total	19,897 1/	100.0	67,672 2/	100.0
0%	4,393	22.1	16,607	24.5
1 - 9%	6,506	32.7	19,252	28.4
10 - 19%	2,156	10.8	6,858	10.1
20 - 29%	1,183	5.9	3,852	5.7
30 - 39%	641	3.2	2,255	3.3
40 - 49%	519	2.6	1,765	2.6
50 - 59%	396	2.0	1,450	2.1
60 - 69%	266	1.3	990	1.5
70 - 79%	249	1.3	811	1.2
80 - 89%	246	1.2	880	1.3
90 - 100%	3,342	16.8	12,952	19.1

1/ 90.7% of all participants
2/ 93.1% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

TABLE 35

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO FY 1967 INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY PERCENT OF FAMILIES MARKED BY ECONOMIC POVERTY IN STUDENT BODY OF SCHOOL WHERE EMPLOYED

	Participants		Unsuccessful Applicants	
	#	%	#	%
Total	19,533[1]	100.0	66,650[2]	100.0
0%	1,065	5.5	3,638	5.5
1 - 9%	5,761	29.5	17,488	26.2
10 - 19%	3,743	19.1	12,113	18.2
20 - 29%	2,355	12.0	8,036	12.1
30 - 39%	1,265	6.5	4,495	6.7
40 - 49%	766	3.9	2,898	4.3
50 - 59%	827	4.2	3,104	4.7
60 - 69%	635	3.2	2,407	3.6
70 - 79%	831	4.2	3,400	5.1
80 - 89%	755	3.9	3,134	4.7
90 - 100%	1,550	7.9	5,937	8.9

[1] 89.1% of all participants

[2] 91.7% of all unsuccessful applicants

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

TABLE 36

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY STATE, FY 1967; NUMBER AND PERCENT OF TEACHERS IN PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, FALL 1967

	Participants FY 1967		Unsuccessful Applicants FY 1967		Teachers in Public & Non-Public Elem. & Sec. Schools, Fall 1967	
	#	%	#	%	#	%
Total	21,884 1/	100.0	70,173 2/	100.0	2,109,020	100.0
Arkansas	309	1.4	1,033	1.5	20,580	1.0
Alabama	274	1.3	1,365	1.9	33,490	1.6
Alaska	65	.3	150	.2	3,080	.1
Arizona	340	1.6	1,172	1.7	18,140	.9
California	1,994	9.1	7,237	10.3	185,750	8.8
Colorado	365	1.7	1,089	1.6	24,620	1.2
Connecticut	323	1.5	875	1.2	32,260	1.5
Delaware	42	.2	130	.2	5,900	.3
District of Columbia	120	.5	321	.5	7,500	.4
Florida	683	3.1	2,095	3.0	56,340	2.7
Georgia	462	2.1	1,609	2.3	43,580	2.1
Hawaii	285	1.3	443	.6	7,890	.4
Idaho	104	.5	459	.7	8,120	.4
Illinois	930	4.2	2,683	3.8	115,530	5.5
Indiana	478	2.2	1,194	1.7	53,940	2.6
Iowa	347	1.6	1,255	1.8	35,990	1.7

1/ 99.8% of all participants

2/ 96.6% of all unsuccessful applicants

Data on FY 1967 participants and unsuccessful applicants from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with the U.S. Office of Education.

Data on teachers in public and non-public elementary schools from U.S.O.E.'s Digest Educational Statistics, 1967.

Continued:

TABLE 36

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY STATE, FY 1967; NUMBER AND PERCENT OF TEACHERS IN PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, FALL 1967

	Participants FY 1967		Unsuccessful Applicants FY 1967		Teachers in Public & Non-Public Elem. & Sec. Schools, Fall 1967	
	#	%	#	%	#	%
Total						
Kansas	408	1.9	1,131	1.6	28,330	1.3
Kentucky	242	1.1	682	1.0	31,330	1.5
Louisiana	350	1.6	1,373	2.0	39,910	1.9
Maine	123	.6	299	.4	12,830	.6
Maryland	291	1.3	732	1.0	40,140	1.9
Massachusetts	491	2.2	1,568	2.2	59,050	2.9
Michigan	715	3.3	2,760	3.9	90,680	4.3
Minnesota	489	2.2	1,691	2.4	44,530	2.1
Mississippi	402	1.8	1,971	2.8	22,350	1.1
Missouri	421	1.9	1,163	1.7	45,770	2.2
Montana	211	1.0	656	.9	9,080	.4
Nebraska	255	1.2	887	1.3	18,670	.9
Nevada	80	.4	316	.5	4,740	.2
New Hampshire	142	.6	314	.4	7,910	.4
New Jersey	527	2.4	1,781	2.5	70,500	3.3
New Mexico	314	1.4	902	1.3	13,010	.6
New York	1,916	8.8	6,615	9.4	196,090	9.3
North Carolina	549	2.5	1,627	2.3	49,860	2.4
North Dakota	130	.6	357	.5	8,710	.4

Continued:

TABLE 36

NUMBER AND PERCENT OF PARTICIPANTS IN AND UNSUCCESSFUL APPLICANTS TO INSTITUTES AND TEACHER FELLOWSHIP PROGRAMS BY STATE, FY 1967; NUMBER AND PERCENT OF TEACHERS IN PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, FALL 1967

	Participants FY 1967		Unsuccessful Applicants FY 1967		Teachers in Public & Non-Public Elem. & Sec. Schools, Fall 1967	
	#	%	#	%	#	%
Total						
Ohio	1,023	4.7	2,787	4.0	106,090	5.0
Oklahoma	283	1.3	908	1.3	26,520	1.3
Oregon	452	2.1	1,336	1.9	23,930	1.1
Pennsylvania	939	4.3	2,784	4.0	117,710	5.6
Rhode Island	100	.5	278	.4	9,600	.5
South Carolina	277	1.3	1,156	1.6	26,020	1.2
South Dakota	143	.7	401	.6	10,440	.5
Tennessee	281	1.3	786	1.1	34,770	1.6
Texas	852	3.9	3,088	4.4	115,770	5.5
Utah	202	.9	561	.8	11,720	.6
Vermont	85	.4	254	.4	5,170	.2
Virginia	374	1.7	1,025	1.5	45,710	2.2
Washington	599	2.7	1,752	2.5	32,510	1.5
West Virginia	107	.5	396	.6	17,790	.8
Wisconsin	553	2.5	1,826	2.6	51,080	2.4
Wyoming	108	.5	385	.5	4,560	.2
Canal Zone	9	-	22	-	510	-
Guam	2	-	18	-	800	-
Puerto Rico	123	.6	366	.5	21,350	1.0
Virgin Islands	41	.2	45	.1	720	-
Foreign	154	.7	266	.4	-	-

Supplement to August 26, 1969 OPPE Study
Office of Education Funded
Teacher Institutes and Teacher Fellowship Programs

LENGTH, SIZE, AND COST OF INSTITUTES

Office of Program Planning and Evaluation

October 24, 1969

Length, Size, and Cost of Institutes

The following 17 tables deal with length, size, and cost of FY 1967 institutes funded under the aegis of Title V-B of the National Defense Education Act (counseling and guidance institutes), Section 13 of the National Foundation on the Arts and the Humanities Act (arts and humanities institutes) and Title XI of the National Defense Education Act (institutes in all other subject areas). Data on full year fellowship programs funded under Title V-C of the Higher Education Act of 1965 were excluded from these tables because no information was available on exact length of individual programs (they undoubtedly ranged from 36 to 52 weeks), and thus accurate cost per participant week figures would have been impossible to derive. Only FY 1967 data was used because available data for other years did not contain information on length and costs of individual programs.

Table 1 shows the average length, size, cost, and cost per participant week of the 556 FY 1967 short term (18 weeks or less) institutes by subject matter. Looking at our total line, we see that the average institute was 6.7 weeks long, had 35.5 participants, cost $56,430 in all, and cost $240.10 per participant week. Studying the table by individual subject matter areas we see that modern foreign language institutes averaged the longest at 7.7 weeks, that "other" Title XI subjects and arts and humanities institutes averaged the shortest at 4.4 and 4.9 weeks respectively. In average number of participants, institutes in disadvantaged youth were largest with 45.2 while institutes in industrial arts were smallest with 28.3. And in average cost per participant week, counseling and guidance institutes at $295.72 were by far the most expensive followed by industrial arts institutes at $276.09, while school library institutes at $214.63 and English institutes at $218.60 were the least expensive.

In general the variations in cost per participant week are probably explained by differences in cost of special facilities and equipment. Thus, for example, one would expect industrial arts and educational media institutes, which certainly would require costly specialized facilities and equipment, to be considerably more expensive than, say, reading or English institutes for which a minimum of specialized facilities and equipment would be necessary. However the reason for the exceptionally high cost of counseling and guidance institutes is a mystery. Certainly counseling and guidance does not require materials so specialized that their costs should raise per-participant-week costs some $55 above the average. Further, although counseling and guidance institutes were authorized by different legislation than institutes in other subject areas, the stipends paid to participants were the same. Possibly the underlying reason, then, is a political one not apparent to this writer.

Table 2 shows all FY 1967 institutes by length in weeks and cost per participant week. Here we find exactly what we might have expected assuming that all institutes have sizeable one-time setting up expenses: the longer the institute the lower the cost per participant week and vice versa. The figures are: less than 5 weeks $320.50, 5 weeks $260.45, 6 weeks $242.06, 7 weeks $235.27, 8 weeks $232.82, 9 weeks $227.59, 10-18 weeks $226.07, and 36-52 weeks $215.74. The average here is $234.85, slightly lower than that shown in Table 1 because Table 2, unlike Table 1, includes 22 long term institutes of 36-52 week duration.

Tables 3-17 show the same information as Table 2 by individual subject matter areas, that is, they show all institutes in a specific subject matter area by length in weeks and cost per participant week. These fifteen tables are not particularly telling because in most cases so few numbers are averaged. (In only one table--14, school library-- are the costs consistently lower the longer the institutes.) However, because these tables may be of use to individuals concerned with specific subject matter areas they are included here.

TABLE 1

AVERAGE LENGTH, SIZE, COST, AND COST PER PARTICIPANT WEEK OF FY 1967 SHORT TERM INSTITUTES BY SUBJECT MATTER

Subject Matter	Number Institutes	Average Length Weeks	Average Number Participants	Average Cost Per Institute	Average Cost Per Participant Week
Civics	22	6.5	37.1	$ 55,627	$232.31
Disadvantaged Youth	53	7.2	45.2	65,878	235.70
Economics	22	6.3	35.0	51,849	235.31
Educational Media	34	6.3	37.3	59,244	264.55
English	98	6.6	35.3	51,954	218.60
English for Speakers of Other Languages	9	6.9	35.9	59,677	243.25
Geography	25	7.0	32.0	53,796	252.70
History	81	6.7	34.3	51,997	226.22
Industrial Arts	30	6.7	28.3	46,282	276.09
Modern Foreign Lanugages	48	7.7	44.3	81,311	238.68
Reading	55	6.5	33.5	48,874	225.55
School Library	18	5.4	31.7	36,415	214.63
Other Title XI Subjects[1/]	17	4.4	39.5	49,986	262.71
Counseling and Guidance[1/]	32	7.4	30.2	70,448	295.72
Arts and Humanities	12	4.9	31.4	39,668	255.78
Total Institutes[1/]	556	6.7	35.5	$56,430	$240.10

[1/] Full term institutes (4 in "other" and 19 in counseling and guidance) excluded from all calculations in this table.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 2

FY 1967 INSTITUTES IN ALL SUBJECT MATTER AREAS BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	27	1079	$320.50
5 weeks	17	589	260.65
6 weeks	224	7444	242.06
7 weeks	112	4117	235.27
8 weeks	144	4932	232.82
9 weeks	13	590	227.59
10-18 weeks	8	247	226.07
36-52 weeks	22	616	215.74
Total*	567	19,614	234.85

*Note: Excludes thirteen institutes which trained two or more groups of participants for varying numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with USOE.

TABLE 3

FY 1967 INSTITUTES IN CIVICS BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	--	--	--
5 weeks	1	40	308.67
6 weeks	14	504	231.10
7 weeks	3	140	219.80
8 weeks	4	133	237.58
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	22	817	$232.31

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 4

FY 1967 INSTITUTES IN DISADVANTAGED YOUTH BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	--	--	--
5 weeks	1	36	$250.83
6 weeks	23	820	260.10
7 weeks	9	343	247.80
8 weeks	17	624	233.35
9 weeks	--	--	--
10-18 weeks	1	43	163.22
36-52 weeks	--	--	--
Total*	51	1,866	242.03

*Excludes three institutes which trained two or more groups of participants for varying numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 5

FY 1967 INSTITUTES IN ECONOMICS
BY LENGTH IN WEEKS AND COST
PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	--	--	--
5 weeks	--	--	--
6 weeks	17	58.7	241.92
7 weeks	2	69	198.03
8 weeks	2	66	225.92
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total*	21	722	$260.69

*Excludes one institute which trained two groups of participants for different numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 6

1967
INSTITUTES IN EDUCATIONAL MEDIA BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	5	180	349.25
5 weeks	1	45	367.80
6 weeks	14	490	264.67
7 weeks	1	30	242.29
8 weeks	11	388	247.15
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total*	32	1,133	$267.59

*Excludes two institutes which trained two or more groups of participants for varying numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 7

FY 1967 INSTITUTES IN ENGLISH BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	3	127	232.46
5 weeks	4	153	241.77
6 weeks	40	1293	227.23
7 weeks	21	766	216.49
8 weeks	29	1089	212.21
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total*	97	3,428	219.47

*Note: Excludes one institute which trained two groups of participants for different numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 8

FY 1967 INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
BY LENGTH IN WEEKS AND COST
PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than			
5 weeks	--	--	--
5 weeks	--	--	--
6 weeks	4	142	258.96
7 weeks	3	119	220.92
8 weeks	1	35	247.22
9 weeks	1	27	216.11
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	9	323	243.25

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 9

FY 1967 INSTITUTES IN GEOGRAPHY BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	2	99	311.62
5 weeks	--	--	--
6 weeks	6	195	247.40
7 weeks	5	144	263.15
8 weeks	10	307	248.04
9 weeks	2	55	244.04
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	25	800	252.70

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 10

FY 1967 INSTITUTES IN HISTORY BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	1	40	271.48
5 weeks	2	79	220.35
6 weeks	31	1068	232.78
7 weeks	29	985	227.65
8 weeks	18	604	213.36
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	81	2,776	$226.22

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 11

FY 1967 INSTITUTES IN INDUSTRIAL ARTS BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	1	140	432.33
5 weeks	2	50	282.76
6 weeks	12	286	294.58
7 weeks	3	69	267.47
8 weeks	12	305	255.15
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	30	850	$276.09

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 12

FY 1967 INSTITUTES IN MODERN FOREIGN LANGUAGES BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	--	--	--
5 weeks	--	--	--
6 weeks	3	136	279.80
7 weeks	22	934	239.64
8 weeks	13	551	241.68
9 weeks	8	450	223.59
10-18 weeks	2	54	253.67
36-52 weeks	--	--	--
Total	48	2,125	$238.68

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 13

FY 1967 INSTITUTES IN READING BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	1	27	289.61
5 weeks	--	--	--
6 weeks	33	1088	235.40
7 weeks	8	247	237.23
8 weeks	11	373	195.13
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total*	53	1,735	$225.61

*Excludes two institutes which trained two or more groups of participants for varying numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 14

FY 1967 INSTITUTES IN SCHOOL LIBRARY BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	2	79	281.79
5 weeks	4	127	221.75
6 weeks	12	365	205.54
7 weeks	--	--	--
8 weeks	--	--	--
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	18	571	225.55

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 15

FY 1967 INSTITUTES IN OTHER TITLE XI SUBJECT FIELDS BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	7	231	350.11
5 weeks	--	--	--
6 weeks	2	75	299.95
7 weeks	1	100	137.50
8 weeks	3	81	343.88
9 weeks	--	--	--
10-18 weeks	1	30	149.87
36-52 weeks	4	71	254.78
Total*	18	588	254.77

*Excludes three institutes which trained two or more groups participants for varying numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 16

FY 1967 INSTITUTES IN COUNSELING AND GUIDANCE BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	--	--	--
5 weeks	2	59	320.29
6 weeks	9	267	256.28
7 weeks	3	112	465.51
8 weeks	12	351	276.95
9 weeks	2	58	227.89
10-18 weeks	4	120	274.97
36-52 weeks	18	545	210.42
Total*	50	1,512	$230.40

*Excludes one institute which trained two groups of participants for different numbers of weeks.

Data from statistical reports prepared by the Measurement Research Center at Iowa City, Iowa, under a contract with U.S.O.E.

TABLE 17

FY 1967 INSTITUTES IN ARTS AND HUMANITIES BY LENGTH IN WEEKS AND COST PER PARTICIPANT WEEK

Length	Number of Institutes	Number of Participants	Average Cost Per Participant Week
Less than 5 weeks	5	156	276.19
5 weeks	--	--	--
6 weeks	4	128	223.36
7 weeks	2	68	285.67
8 weeks	1	25	266.61
9 weeks	--	--	--
10-18 weeks	--	--	--
36-52 weeks	--	--	--
Total	12	377	$255.78

Data from statistical [illegible]
at Iowa City, Iowa, under a contract with [illegible]